



APPENDICES

APPENDIX 1

SILABUS PEMBELAJARAN

Sekolah :
 Kelas : VII (tujuh)
 Mata Pelajaran : Bahasa Inggris
 Semester : 2 (dua)
 Standar Kompetensi : 11. Membaca

Memahami makna teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* dan *procedure* yang berkaitan dengan lingkungan terdekat

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
11.1. Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat	1. Teks fungsional pendek berupa : Instruksi Daftar barang Ucapan selamat pengumuman 2. Tatabahasa - Adverb phrase - Noun Phrase - Adj Phrase 3. Kosakata - Kata terkait tema dan jenis teks	1 Tanya jawab yang berkaitan dengan materi	1.mengidentifikasi berbagai informasi dalam teks	Tes tulis	Esai	1.write down the answers completely	4x40 menit	Buku teks Yang relevan Teks otentik
		2 Membahas kosakata dan tata bahasa: noun, noun phrase, adj, verb, adverb	fungsional pendek berupa: - Instruksi - Daftar barang - Ucapan selamat - Pengumuman	Tes lisan Esai	Pilihan Ganda	2.Choose the best answer by crossing a,b,c,d		
		3 Mendengarkan contoh membaca nyaring yang dilakukan guru		Unjuk kerja	Jawaban Singkat	3.Answer the questions orally		
		4 Berdiskusi dengan teman menjawab pertanyaan bacaan	2.Merespon berbagai informasi dalam teks fungsional pendek		Uji petik membaca nyaring	4.Read the text aloud.		
		5 Menjawab pertanyaan bacaan secara lisan	3.Membaca nyaring					

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
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	Ungkapan baku - Listen, Please - Attention, please	individual 6 Membaca nyaring bergiliran	teks fungsional / pendek.					
❖ Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthines) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>) Tanggung jawab (<i>responsibility</i>) Berani (<i>courage</i>)								
11.2 Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esai sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk <i>descriptive/procedure</i>	1.Teks Esei berbentuk <i>descriptive/procedure</i> 2. Kosakata terkait tema / jenis teks. 3.Ciri kebahasaan teks : - <i>procedure</i> - <i>descriptive</i> 4.Ungkapan baku - <i>Delicious !</i> - It smells good !	1. Mendengarkan dan merespon tentang teks deskriptif/prosedur dengan topik materi yang akan dibaca. 2. Memperhatikan penjelasan tentang kosakata dan tatabahasa yang berkaitan dengan teks deskriptif/prosedur yang akan dibaca 3. Memperhatikan penjelasan tentang langkah retorika teks deskriptif/prosedur 4. Mengidentifikasi	1. Mengidentifikasi berbagai informasi dalam teks descriptive dan procedure 2. Mengidentifikasi fungsi komunikatif teks deskriptif / procedure. 3. Mengidentifikasi langkah retorika teks deskriptif /prosedur	Tes lisan Tes tulis Tes tulis	Daftar pertanyaan Uraian Pilihan Ganda Jawaban singkat	1. Read the text carefully and then answer the following questions briefly! 2. Answer the questions based on the text. 3.Choose the correct Answer List all the verbs started in the text	4x40 menit	Buku teks Yang relevan Teks otentik Alat peraga

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		langkah retorika dalam kerja kelompok 5. Mengidentifikasi berbagai informasi dalam kerja kelompok 6. Mengidentifikasi langkah retorika dan berbagai informasi secara mandiri	4. menyebutkan ciri kebahasaan teks descriptive / procedure.					
❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>) Tanggung jawab (<i>responsibility</i>)								
11.3 membaca nyaring bermakna teks fungsional dan esai pendek dan sangat sederhana berbentuk <i>descriptive/ procedure</i> dengan ucapan, tekanan dan intonasi yang berterima	<ul style="list-style-type: none"> • Teks Esei berbentuk <i>descriptive / procedure</i>. • <i>Pronunciation</i> • <i>Intonation</i> • <i>punctuation</i> 	1 Mendengarkan dan merespon hal-hal yang perlu diperhatikan dalam kegiatan membaca nyaring teks <i>descriptive/procedure</i> tentang pentingnya <i>pronunciation, intonation, punctuation</i> , kualitas suara 2 Mendengarkan	Melafalkan kata, frasa dan kalimat dengan baik dan benar <ul style="list-style-type: none"> • Membaca kata frasa dan kalimat dengan intonasi yang benar • Membaca nyaring teks <i>descriptive/procedure</i> dengan baik dan benar. 	Tes unjuk kerja	Melafalkan Intonasi Uji petik Membaca	1. <i>Pronounce the following words or phrases correctly!</i> 2. <i>Read the following sentences by applying correct intonation!</i> 3. <i>Read the following text loudly!</i>	2x40 menit	Buku teks Teks otentik

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
		model membaca nyaring teks <i>descriptive/procedure</i> 3 Menirukan membaca nyaring dengan intonasi dan jeda sesuai model 4 Membaca nyaring sendiri dengan lafal, intonasi, dan jeda yang baik dan benar			nyaring			
❖ Karakter siswa yang diharapkan :								
Dapat dipercaya (<i>Trustworthines</i>)								
Rasa hormat dan perhatian (<i>respect</i>)								
Tekun (<i>diligence</i>)								

APPENDIX 2

LESSON PLAN OF TEACHING READING BY USING DIRECTED READING ACTIVITY (EXPERIMENTAL CLASS)

School : MTs NU Matholi'ul Huda
Subject : English
Grade/ Semester : VII/ 2
Theme : Descriptive Text
Aspec/ Skill : Reading
Time : 1 meeting (2x 40 minute)

A. Standart Competence

Understanding the functional meaning of the text short and simple essay in descriptive and procedure type to interact the environment.

B. Basic Competence

Responding to the meaning and rhetorical steps by accurate, current and acceptable in simple essay related to environment in descriptive text form.

C. Indicator

1. Identify the specific information
2. Identify the social function
3. Identify the generic structure
4. Identify the language feature

D. Learning Objective

At the end of the lesson, the students are supposed to be able to:

1. Identify the specific information
2. Identify the social function

3. Identify the generic structure
4. Identify the language feature

E. Teaching Materials

1. Descriptive text is to describe a particular place, person, or thing.
2. Generic structure of the descriptive text is
 - a. Identification : Identifies phenomenon to be described
 - b. Description : Describes parts, qualities, characteristics
3. Language features:
 - a. Focus on specific participant (the park, my cat)
 - b. Defining(a....., the.....,was a.....)
 - c. Describing features (use adjectives)
 - d. Use simple present tense
 - e. Often use passive sentence
4. Descriptive Text

My Sphynx Cat

My Sphynx cat is the only pet I have. He has a little hair but is not totally hairless as he has a peach fuzz over much of his body. His coat is often a warm chamois. My Sphynx has a normal cat proportion.

I like his tail although my mom say that it is like a rats tail. I love his usual color varieties including, tortoiseshell, chocolate, black, blue, lilac, chocolate etc. He is really an amazing cat. Believe it or not, he is very intelligent cat. He can respond my voice commands.

He is really funny as well as my friends get a joke. I love him so much as I love my mother.

F. Teaching Technique

Directed Reading Activity

G. Procedure of Teaching

NO	Activity (The application of Directed Reading Activity)	Time
1	Pre-Activity/ opening	10 minute

	<ul style="list-style-type: none"> - Greeting - Checking attendance - Creating interest - Establishing purpose 	
2	Main Activity <ul style="list-style-type: none"> - Explaining the descriptive text (sosial function, generic structure, language feature) - The teacher give the example of descriptive text - Asking the students identify the difficult word from the text - Introducing new vocabulary - Guide the students silent reading - Comprehension check and discussion about the information from the text - Oral rereading - Follow up activity (extensive reading) - Find the simple information more specifically which is very important from each paragraph 	40 minute
3	Post activity <ul style="list-style-type: none"> - Teacher give the students assignment 	30 minute

H. Learning Resources and Media

1. Learning resources

- English Supplementary Material for Junior High School
- <http://www.englishindo.com/2012/03/simple-descriptive-text-examples.html>
- Dictionary

2. Media

- Pictures
- Students worksheet
- Text

I. Evaluation

1. Technique : Reading text
2. Form of instrument : Multiple Choice
3. Instrument :

Read the text carefully!

Choose the correct answer by crossing (X) a, b, c or d in your students worksheet.

My Pet

I have a pet. It is a dog, and I call it Brownie because the color is brownish yellow.

Brownie is a Chinese breed. It is small, fluffy and cute. It has got thick brown fur. When I cuddle it, the fur feels soft. Brownie does not like bones. Everyday it eats soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am a school, Brownie plays with my cat. They get along well, and never fight maybe because Brownie does not bark a lot. It treats the other animals in our house gently, and it never eats shoes. Brownie is really a sweet and friendly animal.

1. What type of text above?
 - a. Report
 - b. Narrative
 - c. Recount
 - d. Descriptive
2. "Brownie is a Chinese breed. It is small, fluffy and cute". The underlined word means.....
 - a. Thin
 - b. Soft
 - c. Hard
 - d. Thick
3. The communicative purpose of the text is.....
 - a. To describe a particular animal
 - b. To share an amusing incident with others
 - c. To present two point of view about an issue
 - d. To inform the readers about the beauty of Brownie
4. Which statement is TRUE according to the text?
 - a. Brownie is really a sweet and friendly animal
 - b. Brownie doesn't eat bread in the morning

- c. The writer's pets are dog and cat
 - d. Brownie's fur is thick and curly
5. What is the main idea of the paragraph 2?
- a. Brownie is a Chinese breed
 - b. My Chinese breed dog only eats soft food
 - c. A chinese breed dog does not bark a lot
 - d. My pet is Brownie
6. What does the writer always give to Brownie every morning?
- a. Fish and steamed rice
 - b. Steamed rice and bones
 - c. Milk and bones
 - d. Milk and bread
7. "When I cuddle it, the fur feels soft". It refers to.....
- a. Fur
 - b. Brownie
 - c. Cat
 - d. Cute
8. What is the function of paragraph 1?
- a. As events
 - b. As description
 - c. As identification
 - d. As thesis
9. What is the function of paragraph 2?
- a. As events
 - b. As description
 - c. As identification
 - d. As thesis
10. What kind of tense mostly used in the text?
- a. Simple present tense
 - b. Simple past tense
 - c. Present perfect tense
 - d. Present continuous tense

Key Answer

1. D
2. B
3. A
4. A
5. A
6. D
7. B
8. C
9. B
10. A



**LESSON PLAN OF TEACHING READING
BY USING DIRECTED READING ACTIVITY
(EXPERIMENTAL CLASS)**

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Aspec/ Skill : Reading
Time : 1 meeting (2x 40 minute)

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C. Indicator

1. Identify the specific information
2. Identify the social function
3. Identify the generic structure
4. Identify the language feature

D. Learning Objective

At the end of the lesson, the students are supposed to be able to:

1. Identify the specific information
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4. Identify the language feature

E. Teaching Materials

1. Descriptive text is to describe a particular place, person, or thing.
2. Generic structure of the descriptive text is
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 - a. Focus on specific participant (the park, my cat)
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 - c. Describing features (use adjectives)
 - d. Use simple present tense
 - e. Often use passive sentence
4. Descriptive Text

My Family

My family has four members: those are I, my sister, and parents of course.

My mother is 47 years old. Her name's Anisa. She's thin-faced and she's got long, blond hair and beautiful green eyes. She is still slim because she always tries to stay in shape. She is very good-looking, always well-dressed and elegant.

My father, Lukman, is 5 years older than my mother. He is 52. In spite of his age he's still black-haired, with several grey hairs. He has bright blue eyes. He is quite tall, but a bit shorter than me. He's very hard-working. Besides that he is working in a travel company. He can even make a dinner when my mother is outside. His cooking and his meals are always very tasty as well as my mothers'.

Finally, my sister Nadina. She is 22. She is also red-haired and green-eyed. She has long wavy hair and freckles. She is definitely shorter than me. She is rather introverted. But she is very sensible, smart and co-operative. Right now she is studying English and also knows Arabic and Mandarin. I want to be so smart as she is.

They all, except me, speak Sundanese very well, because we were living in Bandung for 5 years. My sister have been going to primary school there.

Unfortunately I was only 3 when we were leaving to Jakarta, so I can't speak Sundanese. Now we are happily living in Jakarta.

F. Teaching Technique

Directed Reading Activity

G. Procedure of Teaching

NO	Activity (The application of Directed Reading Activity)	Time
1	Pre-Activity/ opening <ul style="list-style-type: none"> - Greeting - Checking attendance - Creating interest - Establishing purpose 	10 minute
2	Main Activity <ul style="list-style-type: none"> - Remembering material about descriptive text (sosial function, generic structure, language feature) - The teacher make a group in class, one group consist of 5 persons. - The teacher give the same example of descriptive text in each group. - Guide the students silent reading - The students identify the structure of the text, find the difficult word, and find the simple information of the text, make in own language - Comprehension check and discussion about the information from the text - Oral rereading - Follow up activity (extensive reading) - The students present their report to the class to know their comprehension from each group about the text 	40 minute

3	Post activity - Teacher give the students assignment	30 minute
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H. Learning Resources and Media

1. Learning resources

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- b. <http://www.englishindo.com/2012/03/simple-descriptive-text-examples.html>
- c. Dictionary

2. Media

- a. Pictures
- b. Students worksheet
- c. Text

I. Evaluation

1. Technique : Reading text
2. Form of instrument : Essay
3. Instrument :

Read the text carefully!

Answer the questions 1-10.

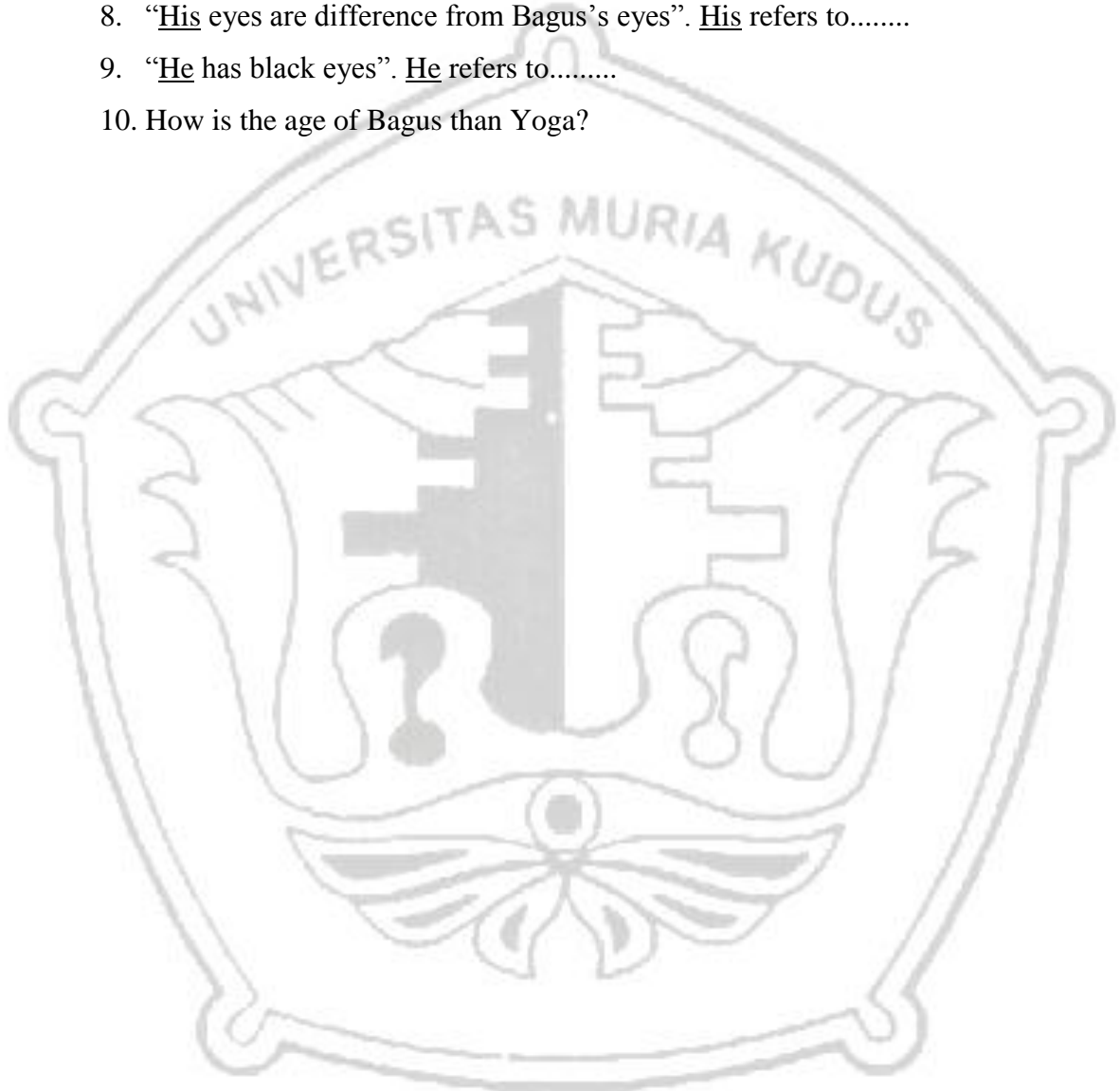
My Brother

I have two brothers. My brother's name are Bagus and Yoga.

Bagus is 15 years old and Yoga is 11 years old. Bagus's birthday is on april and Yoga's birthday is on November. They both have straight hair and brown skin. Bagus is tall but Yoga is not tall. Yoga is not tall but he is handsome. He has brown eyes. His eyes are difference from Bagus's eyes. He has black eyes, but Bagus has a sharp well formed nose while Yoga has a flat nose. Bagus is on Junior High School and Yoga is elementary school.

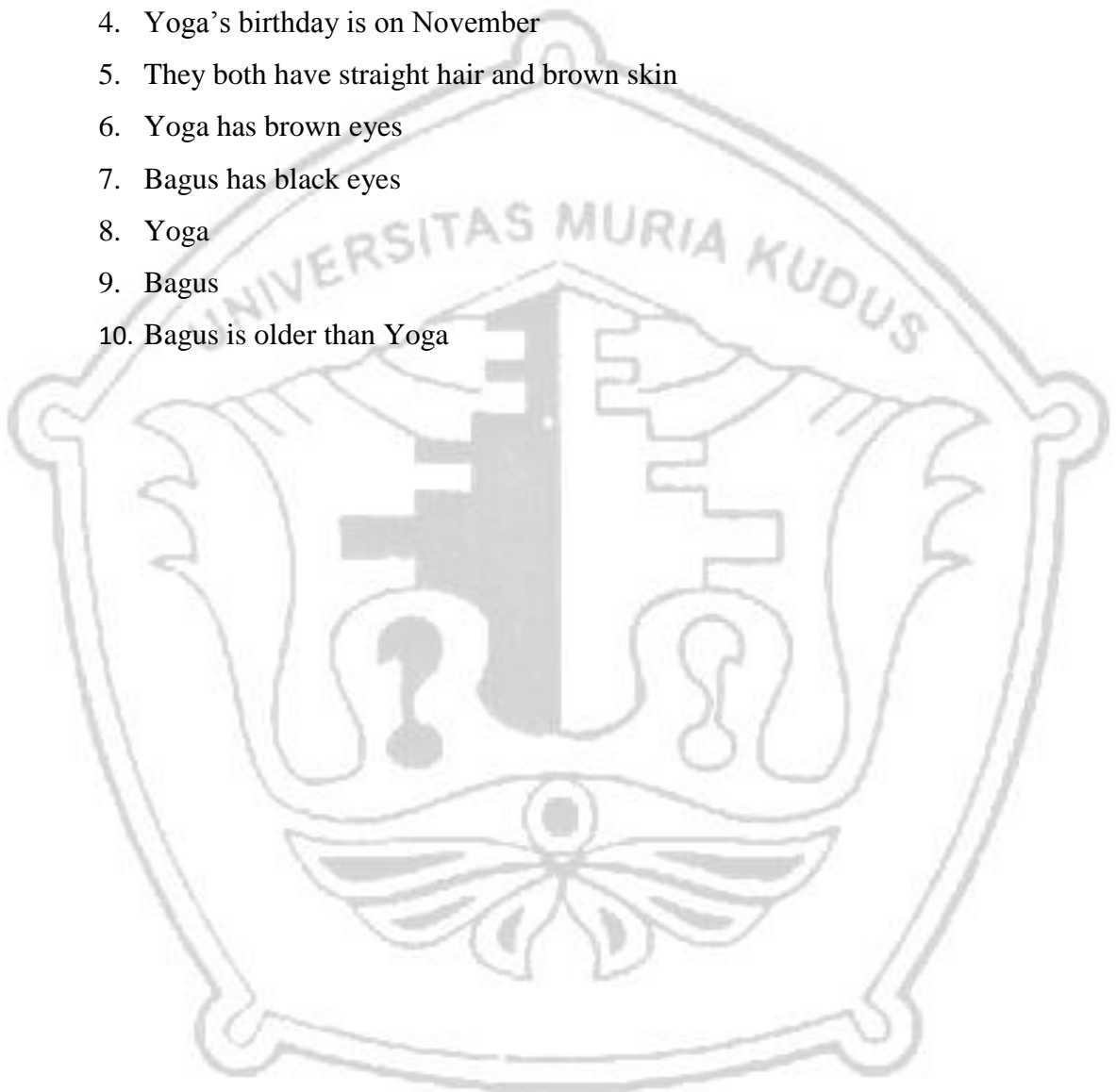
1. What is the communicative purpose of the text?
2. What is the generic structure of the text?

3. How many brothers in the text above?
4. Who is the brother which birthday on November?
5. What is similarity between Bagus and Yoga?
6. Who is the brother which has brown eyes?
7. Who is the brother which has black eyes?
8. “His eyes are difference from Bagus’s eyes”. His refers to.....
9. “He has black eyes”. He refers to.....
10. How is the age of Bagus than Yoga?



Key Answer

1. To describe a particular person
2. The generic structure of the text is identification and description
3. There are two brothers
4. Yoga's birthday is on November
5. They both have straight hair and brown skin
6. Yoga has brown eyes
7. Bagus has black eyes
8. Yoga
9. Bagus
10. Bagus is older than Yoga



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4. Identify the language feature

D. Learning Objective

At the end of the lesson, the students are supposed to be able to:

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E. Teaching Materials

1. Descriptive text is to describe a particular place, person, or thing.
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 - c. Describing features (use adjectives)
 - d. Use simple present tense
 - e. Often use passive sentence
4. Descriptive Text

My House

I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for wasting my spare time.

When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room.

My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via Facebook and so on.

Next to my bedroom is my mother's. I do not know what is inside because I never come in to see it. In the right side of the living room there is the kitchen. In the kitchen I have everything I need when I get hungry. It is very pleasure when my mother cooks, the smell fills my whole house.

I know it is a very small house; but it is the best place I have ever seen.

F. Teaching Technique

Directed Reading Activity

G. Procedure of Teaching

NO	Activity (The application of Directed Reading Activity)	Time
1	Pre-Activity/ opening <ul style="list-style-type: none"> - Greeting - Checking attendance - Creating interest - Establishing purpose 	10 minute
2	Main Activity <ul style="list-style-type: none"> - Remembering material about descriptive text (sosial function, generic structure, language feature) - The teacher give the students same example of descriptive text. - Asking the students identify the difficult word of the text - Introducing new vocabulary - The teacher guide the students silent reading - The teacher ask the students underline the idea from each sentence, e.g; Bogor botanic garden <u>is</u>. The Bogor botanical garden <u>has many interesting place</u>, etc - Comprehention check and discussion about the information of the text - Oral rereading - Follow up activity (extensive reading) - The teacher checking comprehension after extensive reading by asking the students one by one. 	40 minute
3	Post activity <ul style="list-style-type: none"> - Teacher give the students assignment 	30 minute

H. Learning Resources and Media

1. Learning resources
 - a. English Supplementary Material for Junior High School
 - b. <http://www.englishindo.com/2012/03/simple-descriptive-text-examples.html>
 - c. Dictionary
2. Media
 - a. Pictures
 - b. Students worksheet
 - c. Text

I. Evaluation

1. Technique : Reading text
2. Form of instrument : Essay
3. Instrument :

Read the text carefully!

Answer the questions 1-10.

Our Classroom

Our school has eighteen classrooms. One of them is my classroom. It is large and always clean. We sweep it every morning.

My calssroom is located in front of the teacher's office. It is not far from the science laboratory.

My classroom has twenty tables. There are forty chairs. We sit on them. There is a big white board. It is in the front of class. There is also a small white announcement board behind the students. We always write announcement on it. There are some flowers in the vase. They are beautiful. There are a clock and some pictures on the wall.

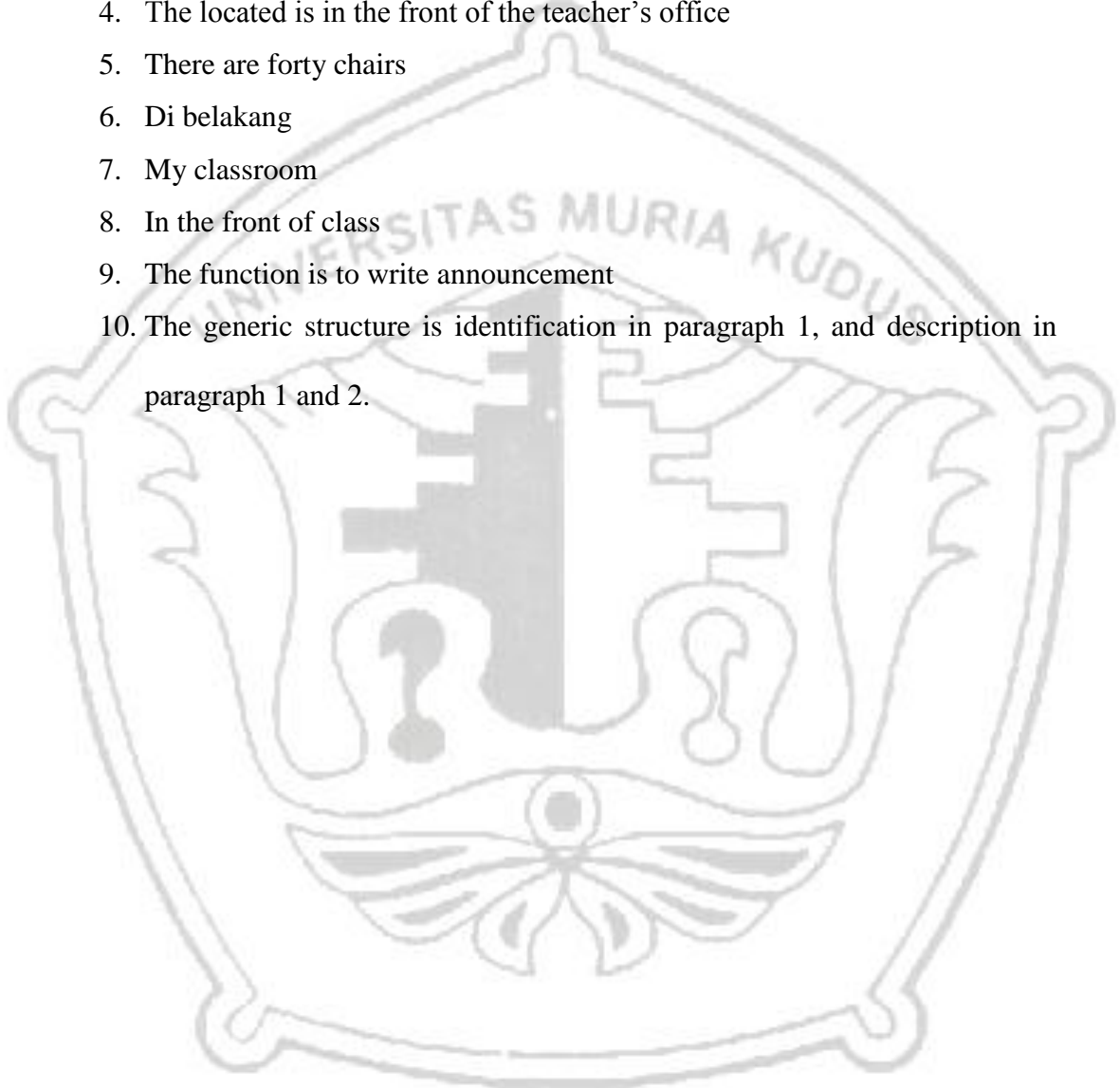
1. What is the text tell us about?
2. How many classroom in the text above?
3. When do the writer and the other students sweep the class?
4. Where is the located of the writers's classroom?

5. How many chairs in the classroom?
6. The word “behind” in Indonesian means.....
7. “It is not far from the science laboratory”. It in the second paragraph refers to.....
8. Where is the position of white board?
9. What is the function of a small white announcement board behind the students?
10. What is the generic structure of the text?



Key Answer

1. It is about our classroom
2. Our school has eighteen classrooms
3. We sweep it every morning
4. The located is in the front of the teacher's office
5. There are forty chairs
6. Di belakang
7. My classroom
8. In the front of class
9. The function is to write announcement
10. The generic structure is identification in paragraph 1, and description in paragraph 1 and 2.



**LESSON PLAN OF TEACHING READING
BY USING DIRECTED READING ACTIVITY
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4. Identify the language feature

D. Learning Objective

At the end of the lesson, the students are supposed to be able to:

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2. Identify the social function
3. Identify the generic structure

4. Identify the language feature

E. Teaching Materials

1. Descriptive text is to describe a particular place, person, or thing.
2. Generic structure of the descriptive text is
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3. Language features:
 - a. Focus on specific participant (the park, my cat)
 - b. Defining(a....., the.....,was a.....)
 - c. Describing features (use adjectives)
 - d. Use simple present tense
 - e. Often use passive sentence
4. Descriptive Text

Kudus Minaret

Kudus Minaret is a unique building. It is a Moslem building which has a Hindu's temple shape.

It is located in the west of Kudus, in front of Al Manara mosque Kudus. It is made of red bricks. It is about 10 meters high. It was built by Ja'far Shodiq, one of nine Islamic missionaries in the Java in the sixteen century. A lot of people visit the Minaret everyday, but it usually crowded on Thursday evening, and on Friday morning. And the special day that very crowded is on Suro 1, of the Islamic calendar.

F. Teaching Technique

Directed Reading Activity

G. Procedure of Teaching

NO	Activity (The application of Directed Reading Activity)	Time
1	Pre-Activity/ opening - Greeting	10 minute

	<ul style="list-style-type: none"> - Checking attendance - Creating interest - Establishing purpose 	
2	Main Activity <ul style="list-style-type: none"> - Explaining the descriptive text (sosial function, generic structure, language feature) - The teacher give the example of descriptive text - Asking the students identify the difficult word from the text - Introducing new vocabulary - Guide the students silent reading - Comprehension check and discussion about the information from the text - Oral rereading - Follow up activity (extensive reading) - Find the simple information more specifically which is very important from each paragraph 	40 minute
3	Post activity <ul style="list-style-type: none"> - Teacher give the students assignment 	30 minute

H. Learning Resources and Media

1. Learning resources

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- Dictionary

2. Media

- Pictures
- Students worksheet
- Text

I. Evaluation

1. Technique : Reading text
2. Form of instrument : Multiple Choice
3. Instrument :

Read the text carefully!

Choose the correct answer by crossing (X) a, b, c or d in your students worksheet.

Bandengan Beach

Bandengan Beach or Tirta Samudra Beach is the famous beach in Jepara. This place is very beautiful and romantic. People around Jepara, Kudus, Demak know this place.

This place is located 7 kilometers north of Jepara city center. The way to get there is very easy. Just follow the traffic sign and you will find it. From the town square, follow the road to Bangsri then turn left when reached Kuwasen village. You can take public transportation or by your own vehicle.

The white sandy beach which has pure water is good for swimming because the beach is shallow and the wave is not so big. This place is more beautiful at dusk. We can see the beautiful sunset with our family or friends.

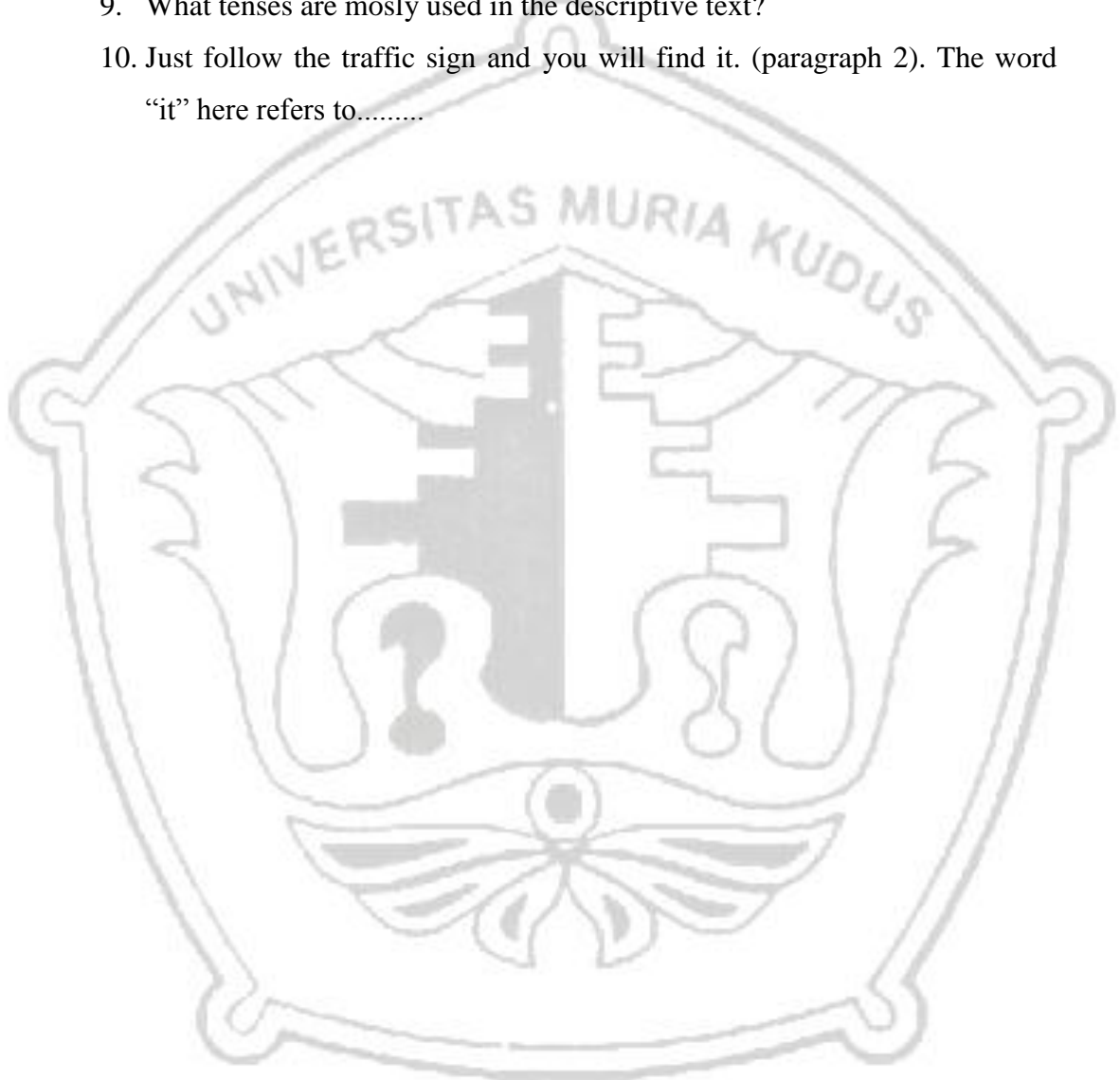
In this location, we can sit and relax on the seater while enjoy the natural beach breezy wind. It also has large pandan tree field. It is suitable for youngster activities such as camping.

If we want to sail, we can rent the traditional boat owned by local people. We can make voyage around the beach or we can go to Pulau Panjang (panjang island). Sometime we can find banana boat and jet ski for rent.

In this place, we can find many traditional footstalls. We can order traditional foods sold by the trader such as roaster fish, crab, boiled shell. Pindang srani is one of delicious food enjoyed by the visitors.

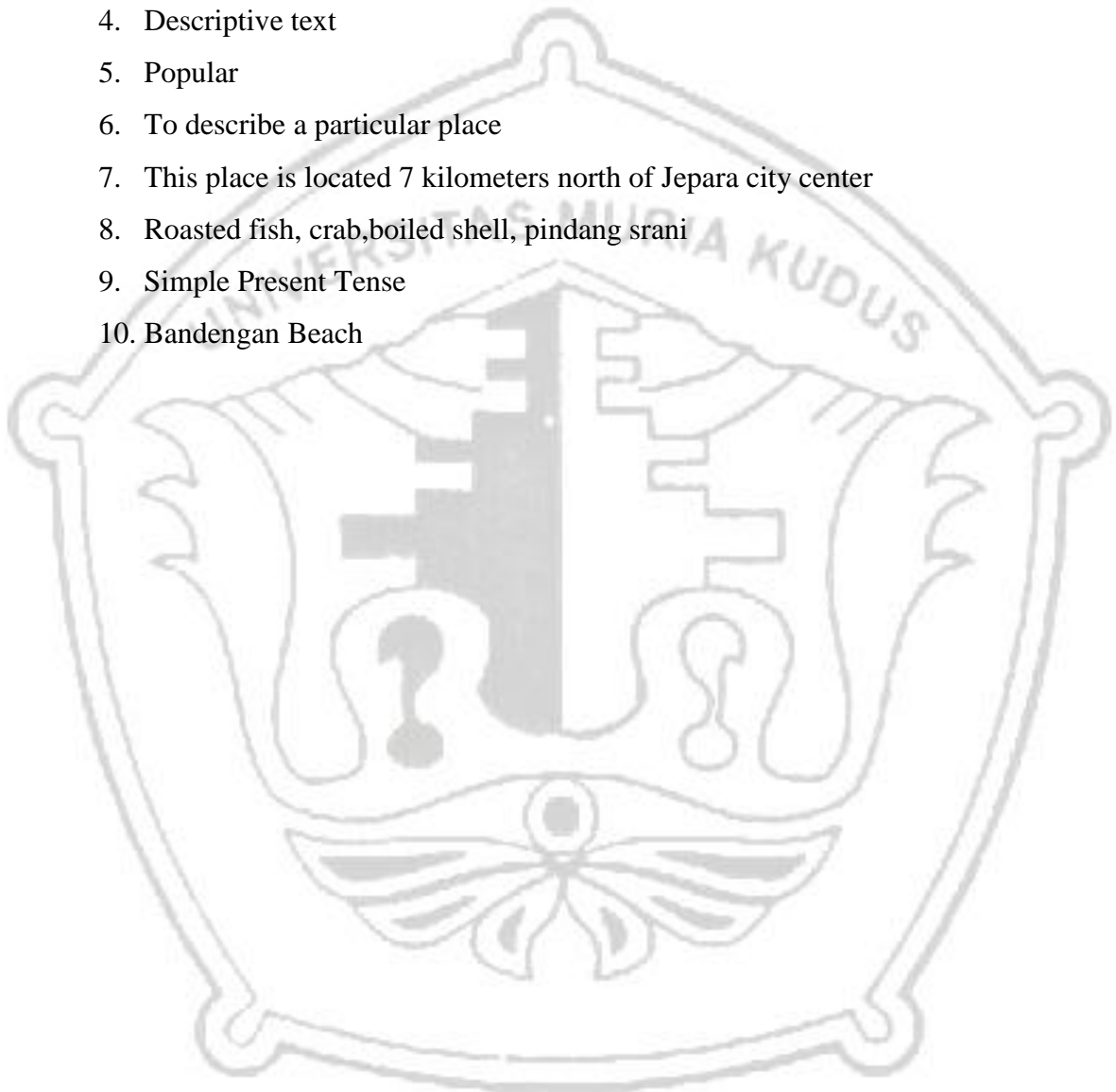
1. What is the identification of the text?
2. What is the generic structure of the text?
3. What are the function of paragraph 2,3,4,5 and 6?
4. "identification-description" is the organization of.....text

5. Bandengan beach or Tirta Samudra beach is the famous beach in Jepara.
The underline word means.....
6. The communicative purpose of the text is.....
7. The main idea of paragraph 2?
8. What are traditional foods sold by the trader?
9. What tenses are mosly used in the descriptive text?
10. Just follow the traffic sign and you will find it. (paragraph 2). The word
“it” here refers to.....



Key Answer

1. The identification is on paragraph 1
2. Identification-Description
3. As description
4. Descriptive text
5. Popular
6. To describe a particular place
7. This place is located 7 kilometers north of Jepara city center
8. Roasted fish, crab,boiled shell, pindang srani
9. Simple Present Tense
10. Bandengan Beach



**LESSON PLAN OF TEACHING READING
BY USING THREE PHASE TECHNIQUE (CONTROL CLASS)**

School : MTs NU Matholi'ul Huda
Subject : English
Grade/ Semester : VII/ 2
Theme : Descriptive Text
Aspec/ Skill : Reading
Time : 1 meeting (2x 40 minute)

A. Standart Competence

Understanding the functional meaning of the text short and simple essay in descriptive and procedure type to interact the environment.

B. Basic Competence

Responding to the meaning and rhetorical steps by accurate, current and acceptable in simple essay related to environment in descriptive text form.

C. Indicator

1. Identify the specific information
2. Identify the social function
3. Identify the generic structure
4. Identify the language feature

D. Learning Objective

At the end of the lesson, the students are supposed to be able to:

1. Identify the specific information
2. Identify the social function
3. Identify the generic structure
4. Identify the language feature

E. Teaching Materials

1. Descriptive text is to describe a particular place, person, or thing.
2. Generic structure of the descriptive text is
 - a. Identification : Identifies phenomenon to be described
 - b. Description : Describes parts, qualities, characteristics
3. Language features:
 - a. Focus on specific participant (the park, my cat)
 - b. Defining(a....., the.....,was a.....)
 - c. Describing features (use adjectives)
 - d. Use simple present tense
 - e. Often use passive sentence
4. Descriptive Text

My Sphynx Cat

My Sphynx cat is the only pet I have. He has a little hair but is not totally hairless as he has a peach fuzz over much of his body. His coat is often a warm chamois. My Sphynx has a normal cat proportion.

I like his tail although my mom say that it is like a rats tail. I love his usual color varieties including, tortoiseshell, chocolate, black, blue, lilac, chocolate etc. He is really an amazing cat. Believe it or not, he is very intelligent cat. He can respond my voice commands.

He is really funny as well as my friends get a joke. I love him so much as I love my mother.

F. Teaching Technique

Three Phase Technique

G. Procedure of Teaching

NO	Activity (The application of Three Phase Technique)	Time
1	Pre-Activity/ opening - Greeting	10 minute

	<ul style="list-style-type: none"> - Checking attendance - Creating interest - Establishing purpose 	
2	Main Activity <ul style="list-style-type: none"> - The teacher give the model of the text - The students read it - The teacher ask to the students to find the difficult word - The teacher ask to the students to ask something related the text - The teacher give some question to the students related the text - The teacher explains the hole of the text. 	40 minute
3	Post activity <ul style="list-style-type: none"> - Teacher give the students assignment 	30 minute

H. Learning Resources and Media

1. Learning resources
 - a. English Supplementary Material for Junior High School
 - b. <http://www.englishindo.com/2012/03/simple-descriptive-text-examples.html>
 - c. Dictionary
2. Media
 - a. Pictures
 - b. Students worksheet
 - c. Text

I. Evaluation

1. Technique : Reading text
2. Form of instrument : Multiple Choice
3. Instrument :

Read the text carefully!

Choose the correct answer by crossing (X) a, b, c or d in your students worksheet.

My Pet

I have a pet. It is a dog, and I call it Brownie because the color is brownish yellow.

Brownie is a Chinese breed. It is small, fluffy and cute. It has got thick brown fur. When I cuddle it, the fur feels soft. Brownie does not like bones. Everyday it eats soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school, Brownie plays with my cat. They get along well, and never fight maybe because Brownie does not bark a lot. It treats the other animals in our house gently, and it never eats shoes. Brownie is really a sweet and friendly animal.

1. What type of text above?
 - a. Report
 - b. Narrative
 - c. Recount
 - d. Descriptive
2. "Brownie is a Chinese breed. It is small, fluffy and cute". The underlined word means.....
 - a. Thin
 - b. Soft
 - c. Hard
 - d. Thick
3. The communicative purpose of the text is.....
 - a. To describe a particular animal
 - b. To share an amusing incident with others
 - c. To present two point of view about an issue
 - d. To inform the readers about the beauty of Brownie
4. Which statement is TRUE according to the text?
 - a. Brownie is really a sweet and friendly animal
 - b. Brownie doesn't eat bread in the morning
 - c. The writer's pets are dog and cat
 - d. Brownie's fur is thick and curly
5. What is the main idea of the paragraph 2?
 - a. Brownie is a Chinese breed
 - b. My Chinese breed dog only eats soft food

- c. A chinese breed dog does not bark a lot
 - d. My pet is Brownie
6. What does the writer always give to Brownie every morning?
- a. Fish and steamed rice
 - b. Steamed rice and bones
 - c. Milk and bones
 - d. Milk and bread
7. “When I cuddle it, the fur feels soft”. It refers to.....
- a. Fur
 - b. Brownie
 - c. Cat
 - d. Cute
8. What is the function of paragraph 1?
- a. As events
 - b. As description
 - c. As identification
 - d. As thesis
9. What is the function of paragraph 2?
- a. As events
 - b. As description
 - c. As identification
 - d. As thesis
10. What kind of tense mostly used in the text?
- a. Simple present tense
 - b. Simple past tense
 - c. Present perfect tense
 - d. Present continuous tense

Key Answer

1. D
2. B
3. A
4. A
5. A
6. D
7. B
8. C
9. B
10. A



**LESSON PLAN OF TEACHING READING
BY USING THREE PHASE TECHNIQUE (CONTROL CLASS)**

School : MTs NU Matholi'ul Huda
 Subject : English
 Grade/ Semester : VII/ 2
 Theme : Descriptive Text
 Aspec/ Skill : Reading
 Time : 1 meeting (2x 40 minute)

A. Standart Competence

Understanding the functional meaning of the text short and simple essay in descriptive and procedure type to interact the environment.

B. Basic Competence

Responding to the meaning and rhetorical steps by accurate, current and acceptable in simple essay related to environment in descriptive text form.

C. Indicator

1. Identify the specific information
2. Identify the social function
3. Identify the generic structure
4. Identify the language feature

D. Learning Objective

At the end of the lesson, the students are supposed to be able to:

1. Identify the specific information
2. Identify the social function
3. Identify the generic structure
4. Identify the language feature

E. Teaching Materials

1. Descriptive text is to describe a particular place, person, or thing.
2. Generic structure of the descriptive text is
 - a. Identification : Identifies phenomenon to be described
 - b. Description : Describes parts, qualities, characteristics
3. Language features:
 - a. Focus on specific participant (the park, my cat)
 - b. Defining(a....., the.....,was a.....)
 - c. Describing features (use adjectives)
 - d. Use simple present tense
 - e. Often use passive sentence
4. Descriptive Text

My Family

My family has four members: those are I, my sister, and parents of course.

My mother is 47 years old. Her name's Anisa. She's thin-faced and she's got long, blond hair and beautiful green eyes. She is still slim because she always tries to stay in shape. She is very good-looking, always well-dressed and elegant.

My father, Lukman, is 5 years older than my mother. He is 52. In spite of his age he's still black-haired, with several grey hairs. He has bright blue eyes. He is quite tall, but a bit shorter than me. He's very hard-working. Besides that he is working in a travel company. He can even make a dinner when my mother is outside. His cooking and his meals are always very tasty as well as my mothers'.

Finally, my sister Nadina. She is 22. She is also red-haired and green-eyed. She has long wavy hair and freckles. She is definitely shorter than me. She is rather introverted. But she is very sensible, smart and co-operative. Right now she is studying English and also knows Arabic and Mandarin. I want to be so smart as she is.

They all, except me, speak Sundanese very well, because we were living in Bandung for 5 years. My sister have been going to primary school there. Unfortunately I was only 3 when we were leaving to Jakarta, so I can't speak Sundanese. Now we are happily living in Jakarta.

F. Teaching Technique

Three Phase Technique

G. Procedure of Teaching

NO	Activity (The application of Three Phase Technique)	Time
1	Pre-Activity/ opening <ul style="list-style-type: none"> - Greeting - Checking attendance - Creating interest - Establishing purpose 	10 minute
2	Main Activity <ul style="list-style-type: none"> - The teacher give the model of the text - The students read it - The teacher ask to the students to find the difficult word - The teacher ask to the students to ask something related the text - The teacher give some question to the students related the text - The teacher explains the hole of the text. 	40 minute
3	Post activity <ul style="list-style-type: none"> - Teacher give the students assignment 	30 minute

H. Learning Resources and Media

1. Learning resources

- a. English Supplementary Material for Junior High School
- b. <http://www.englishindo.com/2012/03/simple-descriptive-text-examples.html>
- c. Dictionary

2. Media

- a. Pictures
- b. Students worksheet

c. Text

I. Evaluation

1. Technique : Reading text
2. Form of instrument : Essay
3. Instrument :

Read the text carefully!

Answer the questions 1-10.

My Brother

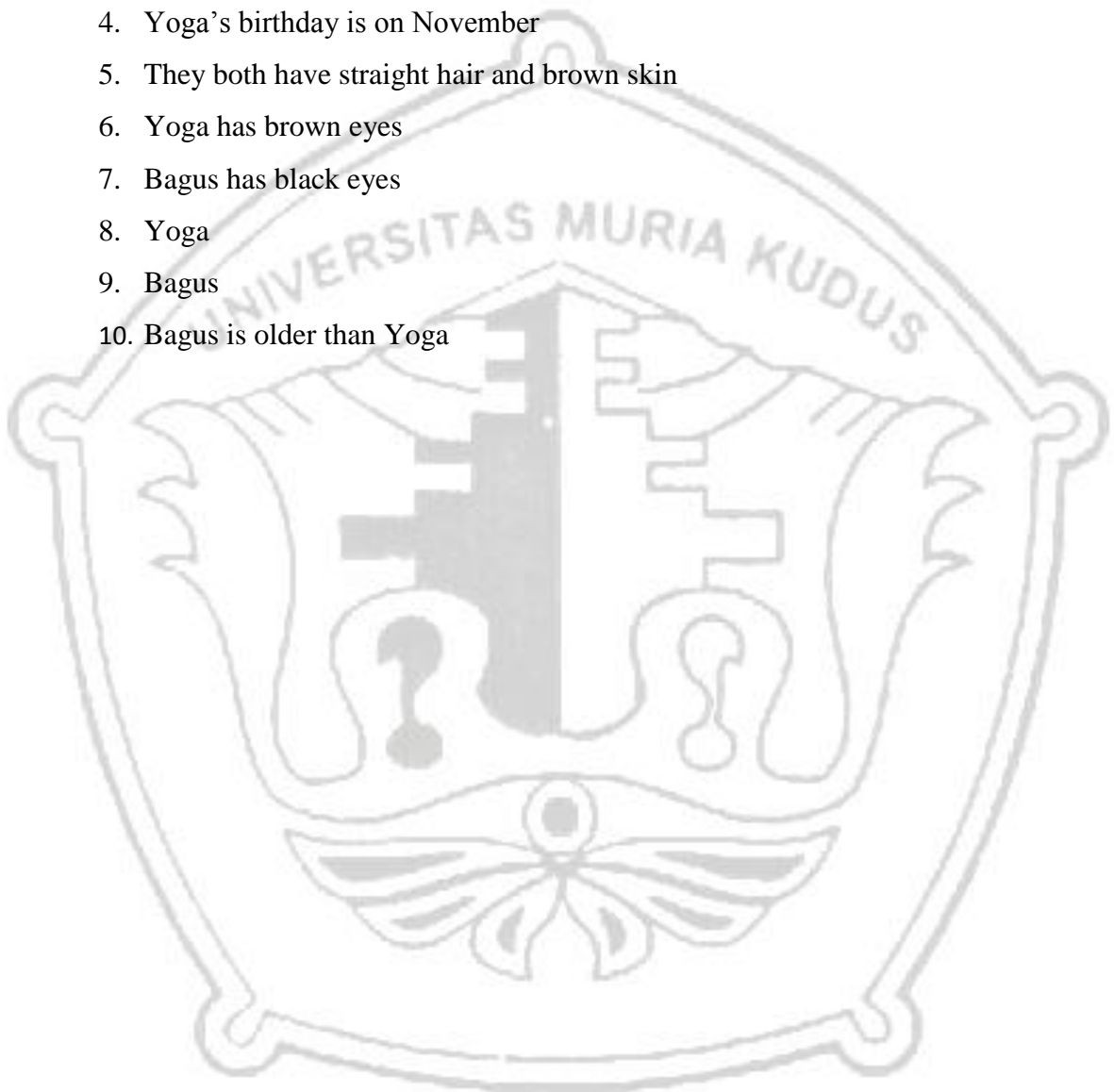
I have two brothers. My brother's name are Bagus and Yoga.

Bagus is 15 years old and Yoga is 11 years old. Bagus's birthday is on april and Yoga's birthday is on November. They both have straight hair and brown skin. Bagus is tall but Yoga is not tall. Yoga is not tall but he is handsome. He has brown eyes. His eyes are difference from Bagus's eyes. He has black eyes, but Bagus has a sharp well formed nose while Yoga has a flat nose. Bagus is on Junior High School and Yoga is elementary school.

1. What is the communicative purpose of the text?
2. What is the generic structure of the text?
3. How many brothers in the text above?
4. Who is the brother which birthday on November?
5. What is similarity between Bagus and Yoga?
6. Who is the brother which has brown eyes?
7. Who is the brother which has black eyes?
8. "His eyes are difference from Bagus's eyes". His refers to.....
9. "He has black eyes". He refers to.....
10. How is the age of Bagus than Yoga?

Key Answer

1. To describe a particular person
2. The generic structure of the text is identification and description
3. There are two brothers
4. Yoga's birthday is on November
5. They both have straight hair and brown skin
6. Yoga has brown eyes
7. Bagus has black eyes
8. Yoga
9. Bagus
10. Bagus is older than Yoga



**LESSON PLAN OF TEACHING READING
BY USING THREE PHASE TECHNIQUE (CONTROL CLASS)**

School : MTs NU Matholi'ul Huda
Subject : English
Grade/ Semester : VII/ 2
Theme : Descriptive Text
Aspec/ Skill : Reading
Time : 1 meeting (2 x 40 minute)

A. Standart Competence

Understanding the functional meaning of the text short and simple essay in descriptive and procedure type to interact the environment.

B. Basic Competence

Responding to the meaning and rhetorical steps by accurate, current and acceptable in simple essay related to environment in descriptive text form.

C. Indicator

1. Identify the specific information
2. Identify the social function
3. Identify the generic structure
4. Identify the language feature

D. Learning Objective

At the end of the lesson, the students are supposed to be able to:

1. Identify the specific information
2. Identify the social function
3. Identify the generic structure
4. Identify the language feature

E. Teaching Materials

1. Descriptive text is to describe a particular place, person, or thing.
2. Generic structure of the descriptive text is
 - a. Identification: Identifies phenomenon to be described
 - b. Description : Describes parts, qualities, characteristics
3. Language features:
 - a. Focus on specific participant (the park, my cat)
 - b. Defining(a....., the.....,was a.....)
 - c. Describing features (use adjectives)
 - d. Use simple present tense
 - e. Often use passive sentence
4. Descriptive Text

My House

I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for wasting my spare time.

When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room.

My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via Facebook and so on.

Next to my bedroom is my mother's. I do not know what is inside because I never come in to see it. In the right side of the living room there is the kitchen. In the kitchen I have everything I need when I get hungry. It is very pleasure when my mother cooks, the smell fills my whole house.

I know it is a very small house; but it is the best place I have ever seen.

F. Teaching Technique

Three Phase Technique

G. Procedure of Teaching

NO	Activity (The application of Three Phase Technique)	Time
1	Pre-Activity/ opening <ul style="list-style-type: none"> - Greeting - Checking attendance - Creating interest - Establishing purpose 	10 minute
2	Main Activity <ul style="list-style-type: none"> - The teacher give the model of the text - The students read it - The teacher ask to the students to find the difficult word - The teacher ask to the students to ask something related the text - The teacher give some question to the students related the text - The teacher explains the hole of the text. 	40 minute
3	Post activity <ul style="list-style-type: none"> - Teacher give the students assignment 	30 minute

H. Learning Resources and Media

1. Learning resources
 - a. English Supplementary Material for Junior High School
 - b. <http://www.englishindo.com/2012/03/simple-descriptive-text-examples.html>
 - c. Dictionary
2. Media
 - a. Pictures
 - b. Students worksheet
 - c. Text

I. Evaluation

1. Technique : Reading text
2. Form of instrument : Essay
3. Instrument :

Read the text carefully!

Answer the questions 1-10.

Our Classroom

Our school has eighteen classrooms. One of them is my classroom. It is large and always clean. We sweep it every morning.

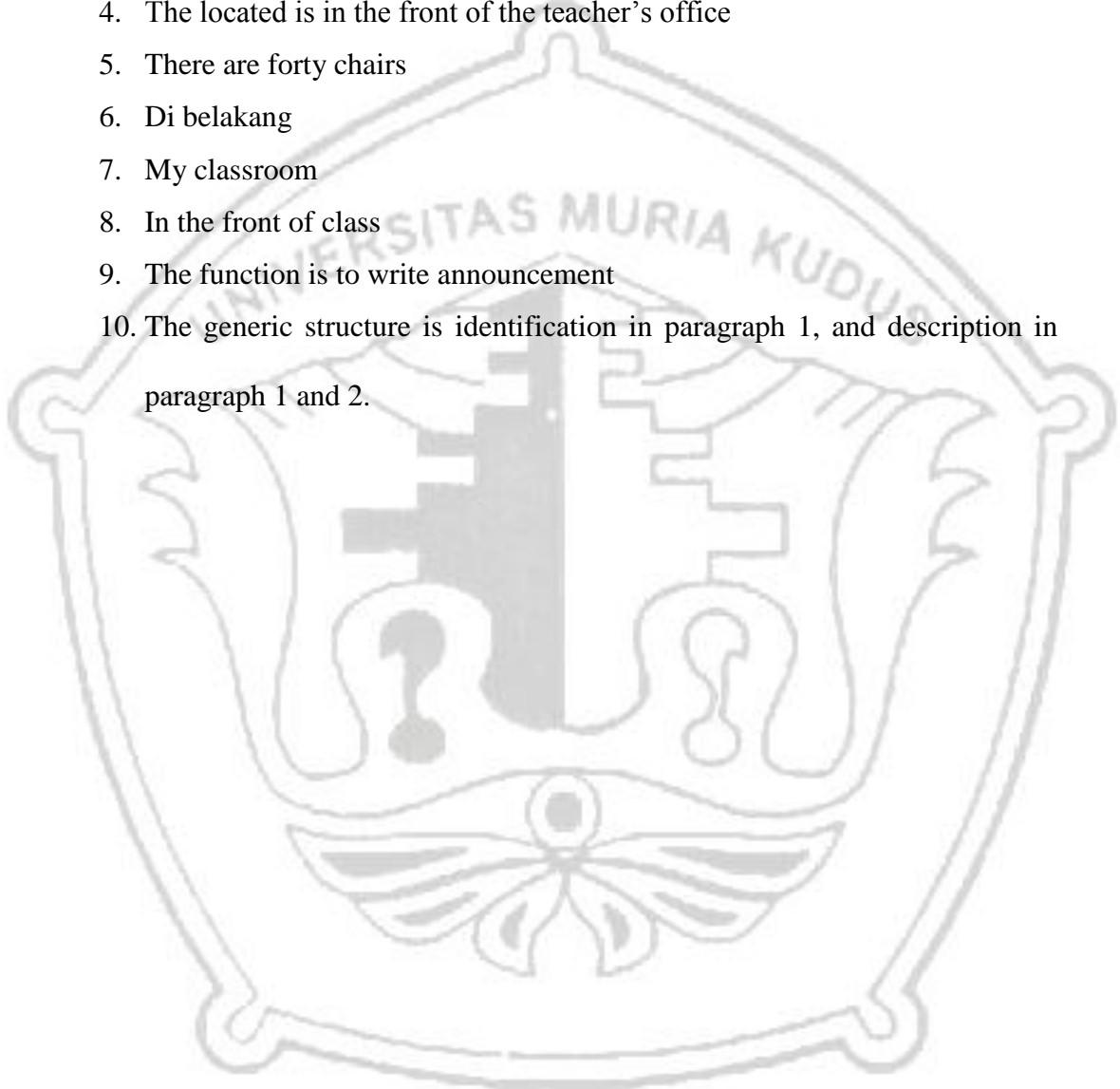
My calssroom is located in front of the teacher's office. It is not far from the science laboratory.

My classroom has twenty tables. There are forty chairs. We sit on them. There is a big white board. It is in the front of class. There is also a small white announcement board behind the students. We always write announcement on it. There are some flowers in the vase. They are beautiful. There are a clock and some pictures on the wall.

1. What is the text tell us about?
2. How many classroom in the text above?
3. When do the writer and the other students sweep the class?
4. Where is the located of the writers's classroom?
5. How many chairs in the classroom?
6. The word "behind" in indonesian means.....
7. "It is not far from the science laboratory". It in the second paragraph refers to.....
8. Where is the position of white board?
9. What is the function of a small white announcement board behind the students?
10. What is the generic structure of the text?

Key Answer

1. It is about our classroom
2. Our school has eighteen classrooms
3. We sweep it every morning
4. The located is in the front of the teacher's office
5. There are forty chairs
6. Di belakang
7. My classroom
8. In the front of class
9. The function is to write announcement
10. The generic structure is identification in paragraph 1, and description in paragraph 1 and 2.



**LESSON PLAN OF TEACHING READING
BY USING THREE PHASE TECHNIQUE (CONTROL CLASS)**

School : MTs NU Matholi'ul Huda
Subject : English
Grade/ Semester : VII/ 2
Theme : Descriptive Text
Aspec/ Skill : Reading
Time : 1 meeting (2 x 40 minute)

A. Standart Competence

Understanding the functional meaning of the text short and simple essay in descriptive and procedure type to interact the environment.

B. Basic Competence

Responding to the meaning and rhetorical steps by accurate, current and acceptable in simple essay related to environment in descriptive text form.

C. Indicator

1. Identify the specific information
2. Identify the social function
3. Identify the generic structure
4. Identify the language feature

D. Learning Objective

At the end of the lesson, the students are supposed to be able to:

1. Identify the specific information
2. Identify the social function
3. Identify the generic structure
4. Identify the language feature

E. Teaching Materials

1. Descriptive text is to describe a particular place, person, or thing.
2. Generic structure of the descriptive text is
 - a. Identification : Identifies phenomenon to be described
 - b. Description : Describes parts, qualities, characteristics
3. Language features:
 - a. Focus on specific participant (the park, my cat)
 - b. Defining(a....., the.....,was a.....)
 - c. Describing features (use adjectives)
 - d. Use simple present tense
 - e. Often use passive sentence
4. Descriptive Text

Kudus Minaret

Kudus Minaret is a unique building. It is a Moslem building which has a Hindu's temple shape.

It is located in the west of Kudus, in front of Al Manara mosque Kudus. It is made of red bricks. It is about 10 meters high. It was built by Ja'far Shodiq, one of nine Islamic missionaries in the Java in the sixteen century. A lot of people visit the Minaret everyday, but it usually crowded on Thursday evening, and on Friday morning. And the special day that very crowded is on Suro 1, of the Islamic calendar.

F. Teaching Technique

Three Phase Technique

G. Procedure of Teaching

NO	Activity (The application of Three Phase Technique)	Time
1	Pre-Activity/ opening <ul style="list-style-type: none"> - Greeting - Checking attendance 	10 minute

	<ul style="list-style-type: none"> - Creating interest - Establishing purpose 	
2	Main Activity <ul style="list-style-type: none"> - The teacher give the model of the text - The students read it - The teacher ask to the students to find the difficult word - The teacher ask to the students to ask something related the text - The teacher give some question to the students related the text - The teacher explains the hole of the text. 	40 minute
3	Post activity <ul style="list-style-type: none"> - Teacher give the students assignment 	30 minute

H. Learning Resources and Media

1. Learning resources
 - a. English Supplementary Material for Junior High School
 - b. <http://www.englishindo.com/2012/03/simple-descriptive-text-examples.html>
 - c. Dictionary
2. Media
 - a. Pictures
 - b. Students worksheet
 - c. Text

I. Evaluation

1. Technique : Reading text
2. Form of instrument : Multiple Choice
3. Instrument :

Read the text carefully!

Choose the correct answer by crossing (X) a, b, c or d in your students worksheet.

Bandengan Beach

Bandengan Beach or Tirta Samudra Beach is the famous beach in Jepara. This place is very beautiful and romantic. People around Jepara, Kudus, Demak knows this place.

This place is located 7 kilometers north of Jepara city center. The way to get there is very easy. Just follow the traffic sign and you will find it. From the town square, follow the road to Bangsri then turn left when reached Kuwasen village. You can take public transportation or by your own vehicle.

The white sandy beach which has pure water is good for swimming because the beach is shallow and the wave is not so big. This place is more beautiful at dusk. We can see the beautiful sunset with our family or friends.

In this location, we can sit and relax on the selter while enjoy the natural beach breezy wind. It also has large pandan tree field. It is suitable for youngster activities such as camping.

If we want to sail, we can rent the traditional boat owned by local people. We can make voyage around the beach or we can go to Pulau Panjang (panjang island). Sometime we can find banana boat and jet ski for rent.

In this place, we can find many traditional footstalls. We can order traditional foods sold by the trader such as roaster fish, crab, boiled shell. Pindang srani is one of delicious food enjoyed by the visitors.

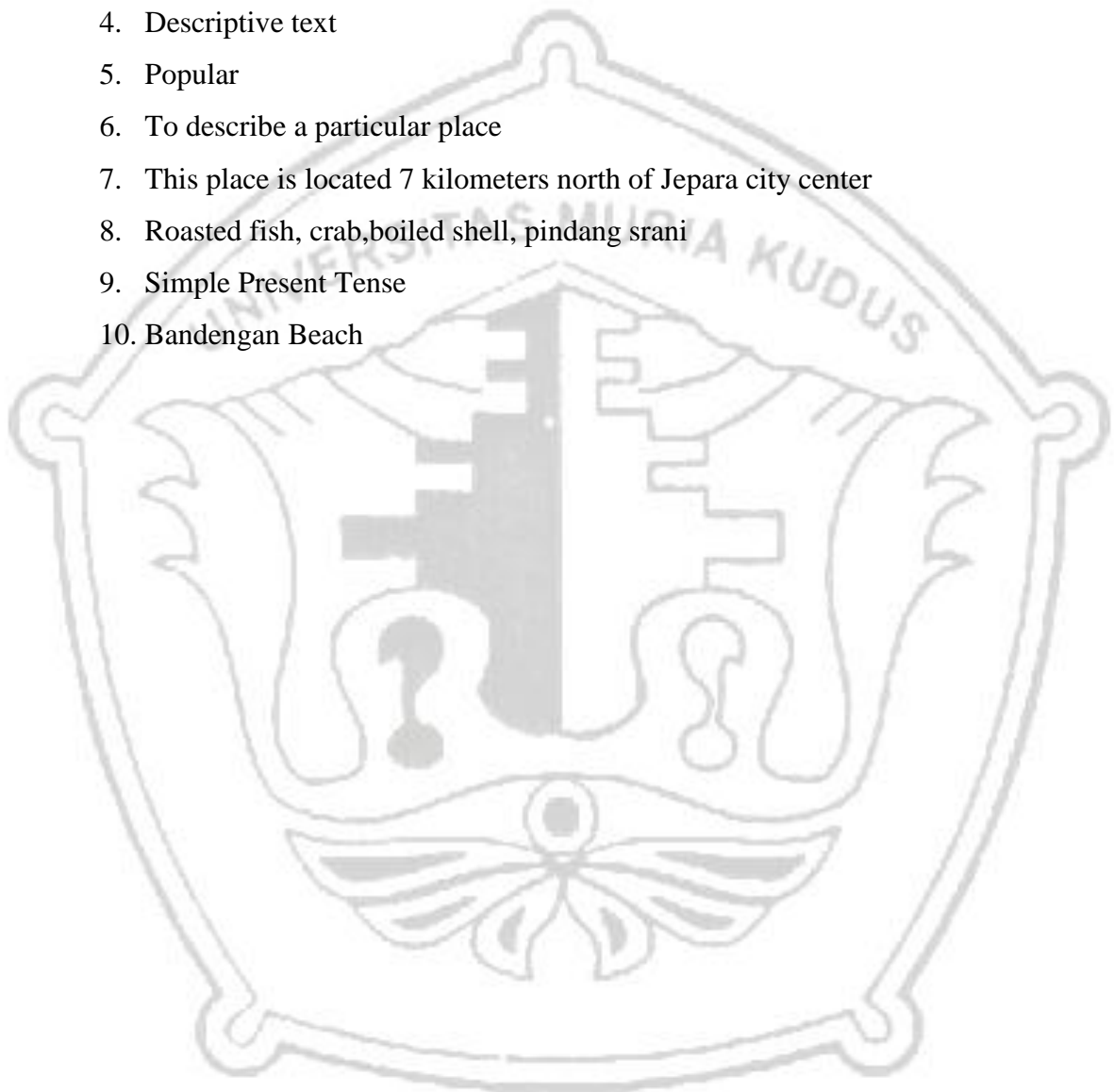
1. What is the identification of the text?
2. What is the generic structure of the text?
3. What are the function of paragraph 2,3,4,5 and 6?
4. "identification-description" is the organization of.....text
5. Bandengan beach or Tirta Samudra beach is the famous beach in Jepara.
The underline word means.....
6. The communicative purpose of the text is.....
7. The main idea of paragraph 2?

8. What are traditional foods sold by the trader?
9. What tenses are mosly used in the descriptive text?
10. Just follow the traffic sign and you will find it. (paragraph 2). The word “it” here refers to.....



Key Answer

1. The identification is on paragraph 1
2. Identification-Description
3. As description
4. Descriptive text
5. Popular
6. To describe a particular place
7. This place is located 7 kilometers north of Jepara city center
8. Roasted fish, crab,boiled shell, pindang srani
9. Simple Present Tense
10. Bandengan Beach



APPENDIX 3

THE TABLE OF SPECIFICATION OF READING COMPREHENSION TEST OF THE SEVENTH GRADE STUDENTS OF MTs NU MATHOLI'UL HUDA KUDUS IN ACADEMIC YEAR 2011/2012

No	Standart Competence	Basic Competence	Indicators	Materials	No. Item	Items
1.	Reading Understanding the functional meaning of the text short and simple essay in descriptive and procedure type to interact the environment.	Responding to the meaning and rhetorical steps by accurate, current and acceptable in simple essay related to environment in descriptive text form.	Students can understand the idea and rhetorical structure of descriptive text involving: <ul style="list-style-type: none"> Identify the specific Information Identify the social function Identify the generic structure Identify the language feature 	<ul style="list-style-type: none"> Identify the specific Information Identify the social function Identify the generic structure Identify the language feature Finding out the main idea Choosing which one the statement is true/ false according to the text Finding out the genre of the text Finding out pronoun 	1,3,4,11,13,14,17, 18,19,25 6,23 7,8,21,22,24 5,12 9 10,15 20 2,16	10 2 5 2 1 2 1 2 Total 25

APPENDIX 4

The Reading Ability Test

Subject : English

Class/ Semester : VII / II

Time Allocation : 40 Minute

1. Choose one of the answer by choosing a, b, c, d!

Read the text to answer the question 1-5

I have pets. they are four dogs. I call them Gambul, Timbul, Boni, Abu. They are very nice. I often play with them. Sometimes they sleep in the same bed with me.

Gambul is a dachshund. He is short with long body and four strong legs. Timbul is a collie. She has long thick fur. Its fur is brown. Boni is a dalmatian. She has a slim body and four long legs. She has thin fur and dots all over her body.

The last is Abu. He is a bulldog. He has a large head, short neck and thick short legs. He is very strong.

1. How many dogs in the text above?
 - a. Three
 - b. Four
 - c. Five
 - d. six
2. He is short with long body and four strong legs
He refers to.....
 - a. Dachshund
 - b. Gambul
 - c. Collie
 - d. Abu
3. How is the name of dogs which has a large head, short neck, and thick short legs?
 - a. Gambul
 - b. Dalmatian
 - c. Abu
 - d. Bulldog
4. In the text there are four dogs except.....
 - a. Bona
 - b. Timbul
 - c. Gambul
 - d. Abu
5. Based on the the text, the writer mostly uses.....
 - a. Passive Voice
 - b. Simple Present Tense
 - c. Simple Past Tense
 - d. Present Perfect Tense

Read the text to answer the question 6-12

Our New House

This is our new house. It has a two – storey house. It is small but has a large yard and a garden. It has three bedrooms, a living room, a dining room, a bathroom, a kitchen, and a small garage.

The bedrooms and the bathroom are upstairs. The other one are downstairs. We like living here because it is very nice.

The house is located on Jalan Kuningan Bandung. It is on the second turning road of the street which is surrounded by long fence and two wide gates to enter the house yard.

In the house yard, there is a mango tree and various kinds of plants such as firs, palms, flowers, etc. In the garden, there are a lot of trees such as mango trees, rambutan, papaya, dukus, kelengkeng, orange and banana trees. Having a lot of plants and trees makes the air in and around the house feel cool and fresh.

6. The communicative purpose of the text is.....
 - a. to describe a particular place
 - b. to share an amusing incident with others
 - c. to present two points of view about an issue
 - d. to retell events for the purpose of informing
7. How does the writer organize the text ?
 - a. Orientation – even- Reorientation
 - b. Identification- Description
 - c. Orientation- Complication-Reorientation
 - d. Aim- material- steps- resolution
8. What are the functions of paragraph 2,3, and 4 ?
 - a. as events
 - b. as thesis
 - c. as description
 - d. as identification

9. What is the main idea of the paragraph 3 ?
 - a. It is on the second turning road of the street
 - b. It is surrounded by long fence
 - c. It is surrounded by two wide gates
 - d. The house is located on Jalan Kuningan Bandung
10. Which statement is TRUE according to the text?
 - a. The our new house is very bad
 - b. The our new house is very nice
 - c. The our new house is not cool and fresh
 - d. The our new house is not large
11. How many the bedrooms are in the new house?
 - a. One
 - b. Two
 - c. Three
 - d. Four
12. What tenses are mostly used in the descriptive text?
 - a. Simple Present Tense
 - b. Simple Past Tense
 - c. Present Perfect Tense
 - d. Present Continuous Tense

Read the text to answer the question 13-20

The Bogor Botanical Garden

The famous public garden is the Bogor Botanical Gardens. It is located in 60 kilometers south of Jakarta. It was built at the order of the British Governor, Sir Thomas Stamford Raffles. But the Dutch Governor-General, Van Der Cappeler opened it in 1817.

The large park covers an area of 87 hectares and has more than 15.000 kinds of trees and plants. There are 400 different types of Palm, more than 5000 kinds of orchids from Indonesia and abroad, and the giant Rafflesia which bloom only once a year. During the 19th century this garden was famous for the study of tea, cassava, tobacco, cinchona, and other plants. It opens daily from 09.00 – 17.00 for visitors. There is also a botanical library where students can find a lot of books on botany.

Three branches of the Bogor Botanical gardens are the Cibodas Botanical Gardens, the Purwodadi Botanical Gardens, and the Eka Karya Botanical Gardens. The Cibodas Botanical Gardens was built for study of the flora and fauna on mountain. The Purwodadi Botanical Gardens was built for study plants of dry area. The Eka Karya Botanical Gardens was built for the study of the flora on the mountain in west Nusa Tenggara.

13. The text above describe about?
 - a. Bogor
 - b. The Bogor Botanical Garden
 - c. Garden
 - d. Place
14. When did the Bogor Botanical Garden opened?
 - a. 19th century
 - b. 20th century
 - c. in 1817
 - d. in 1818
15. Which is TRUE according to the text?
 - a. The Bogor Botanical Garden is 1817 years old
 - b. We can see the flower of Rafflesia once a year
 - c. There are two branches of the Bogor Botanical Garden
 - d. The Bogor Botanical Garden is located in east java
16. It opens daily from 09.00-17.00.
It refers to.....
 - a. Other plants
 - b. Flower of Rafflesia
 - c. Botanical library
 - d. The Bogor Botanical Garden
17. How many branches of the Bogor Botanical Gardens?
 - a. Two
 - b. Three
 - c. Four
 - d. Five
18. What is the name of garden which was built for study of the flora and fauna on mountain?
 - a. The Bogor Botanical Garden
 - b. The Purwodadi Botanical Garden
 - c. The Cibodas Botanical Garden

- d. The Eka Karya Botanical Garden
19. The last paragraph is about?
- Located of the Bogor Botanical Garden
 - The flower of Rafflesia
 - The Botanical library
 - Branches of the Bogor Botanical Garden
20. What is the type of the text above?
- Descriptive
 - Narrative
 - Recount
 - Report

Read the text to answer the question 20-25

I have a garden at the back yard. It is big and clean.

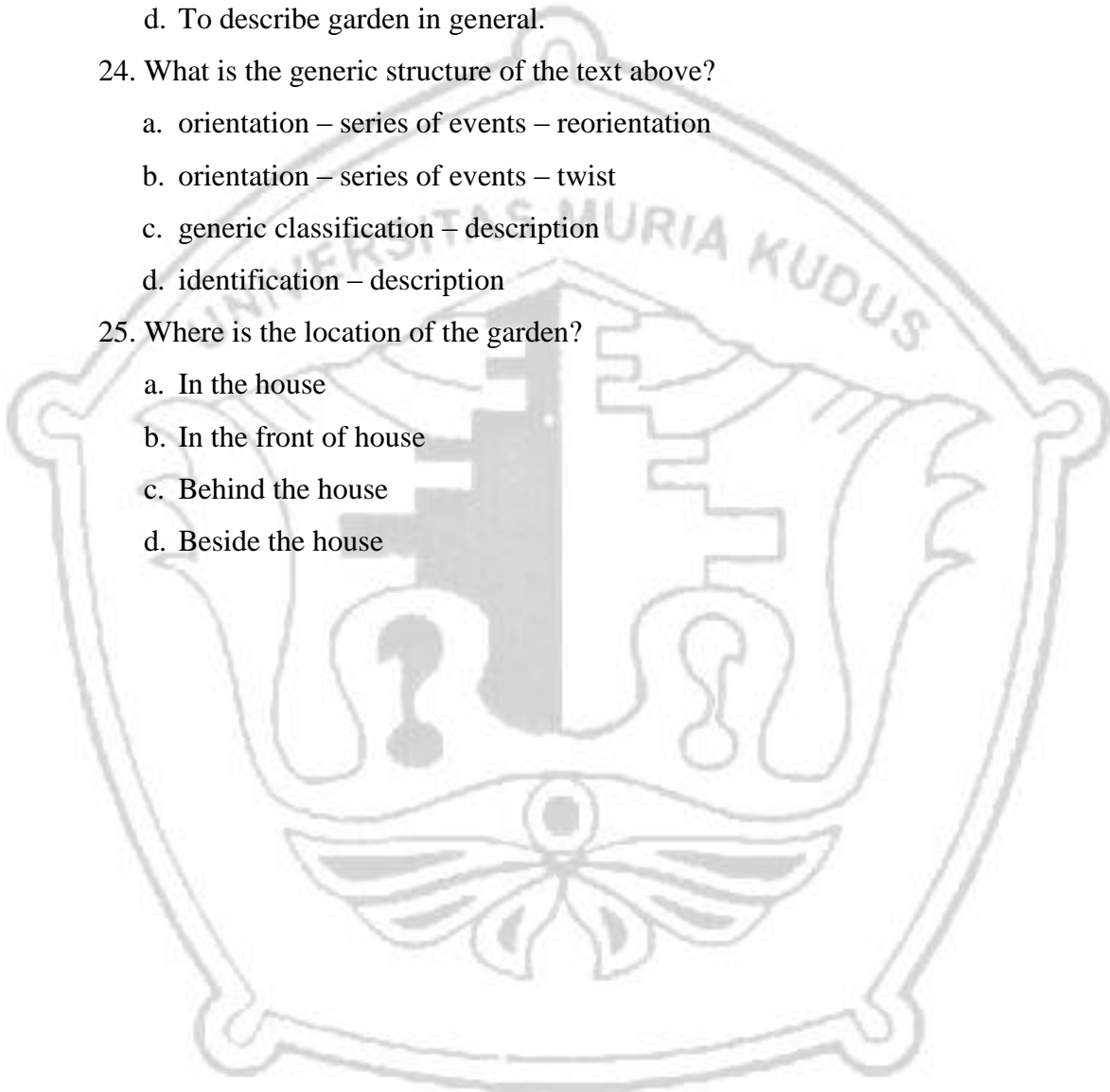
My family and I love gardening. In my garden you can find some flowers, vegetables and fruit trees. My plants some flowers such as roses, jasmines, and sunflowers. When they are blossoming, my garden looks so nice and colorful. It also smells fragrant which attracts many insect to perch on the flowers.

My mother plants some vegetables such as chilies, spinach and eggplants. Beside, every corner, my father plants a fruit tree. We have some fruit trees such as bananas, mangoes, and rambutans.

Let me tell you. The garden becomes one of my family's favorite places. We like to sit on the benches under the trees. We like to do it because we can relax and get the fresh air. We often have a chat or a small discussion there. Furthermore, when the fruits are ripe, we can enjoy them together. We always keep the garden clean. We always sweep fallen leaves and water the trees in trunks. We also give the trees and plants fertilizer so they grow well.

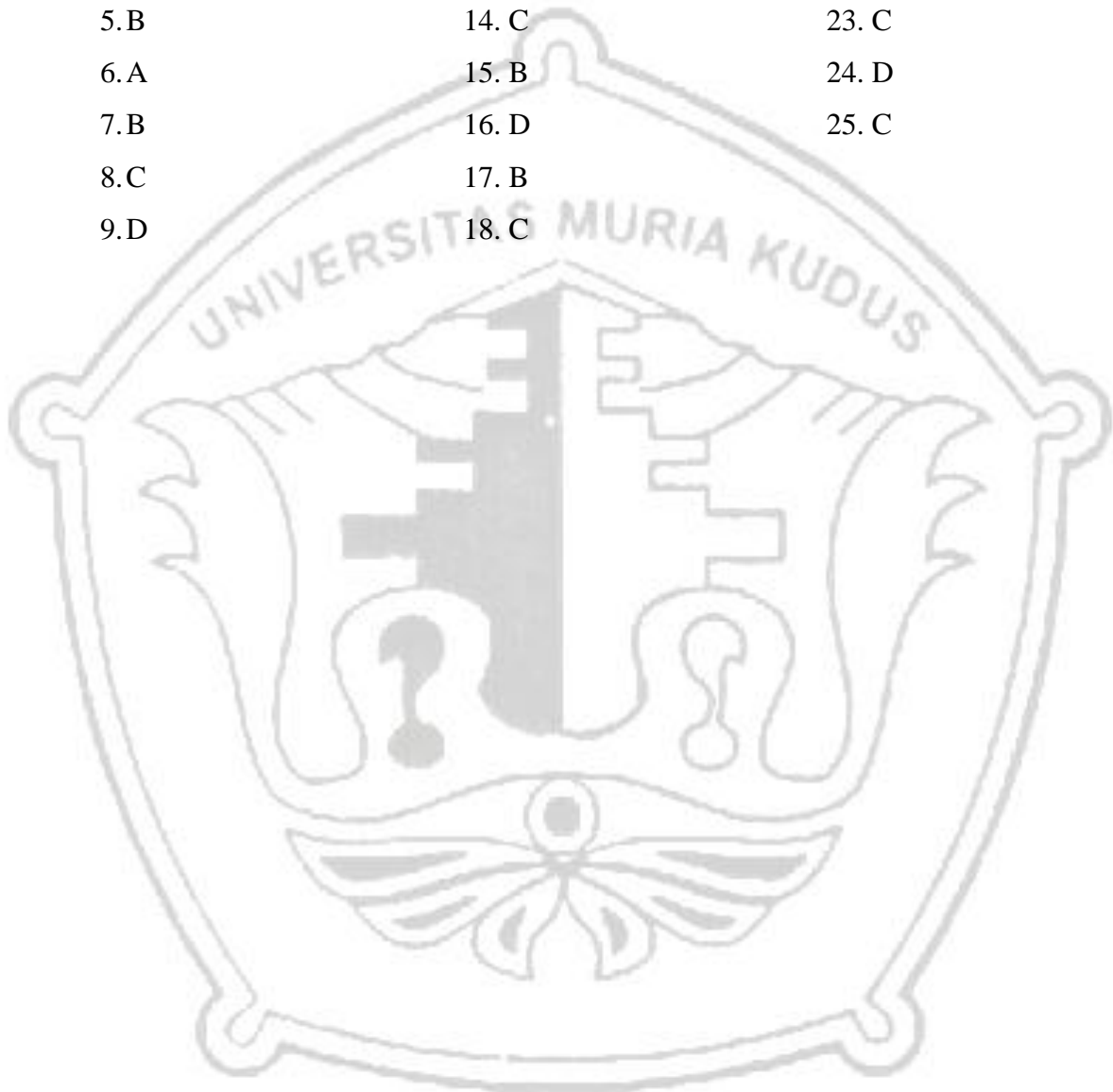
21. Paragraph 1 is theof the text.
- Description
 - Identification
 - Reorientation
 - Orientation
22. Paragraph 3 is theof the text
- Description
 - Identification
 - Reorientation
 - Orientation

23. What is the purpose of the text?
- a. To tell about fruit trees
 - b. To amuse readers with the characteristic of garden
 - c. To describe particular place of my garden
 - d. To describe garden in general.
24. What is the generic structure of the text above?
- a. orientation – series of events – reorientation
 - b. orientation – series of events – twist
 - c. generic classification – description
 - d. identification – description
25. Where is the location of the garden?
- a. In the house
 - b. In the front of house
 - c. Behind the house
 - d. Beside the house



Key Answer

1. B	10. B	19. D
2. B	11. C	20. A
3. D	12. A	21. B
4. A	13. B	22. A
5. B	14. C	23. C
6. A	15. B	24. D
7. B	16. D	25. C
8. C	17. B	
9. D	18. C	



APPENDIX 5

The Tabulation of Reliability of Reading Comprehension of the Seventh Grade Students of MTs NU Matholi'ul Huda Kudus (VII C)

No	Nama	Item Soal																									odd score	even score	total	X ²	Y ²	X.Y
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	X	Y	score			
1	B 01	1	0	1	1	0	0	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	12	8	20	144	64	96
2	B 02	1	0	0	1	1	0	1	1	0	0	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	10	8	18	100	64	80
3	B 03	1	0	1	1	0	0	1	0	0	0	0	1	1	1	1	0	1	1	0	1	1	1	0	1	0	7	7	14	49	49	49
4	B 04	1	0	1	1	1	0	1	0	0	0	0	0	0	1	1	0	1	1	0	1	1	0	0	1	1	8	5	13	64	25	40
5	B 05	0	1	0	1	0	1	1	1	0	0	1	1	0	0	1	0	1	0	1	0	1	0	1	0	0	7	5	12	49	25	35
6	B 06	1	1	1	1	1	1	1	1	0	0	0	0	0	1	1	1	1	0	1	1	1	1	1	1	1	10	9	19	100	81	90
7	B 07	1	1	1	1	1	0	1	1	0	1	1	1	1	0	1	0	0	0	0	1	1	1	1	1	1	9	6	15	81	36	54
8	B 08	1	0	1	1	1	0	0	1	1	1	0	0	1	1	0	0	1	1	1	1	1	0	1	1	0	9	7	16	81	49	63
9	B 09	1	1	1	1	1	0	0	1	0	1	1	1	0	1	0	1	1	0	1	1	1	0	0	1	0	7	9	16	49	81	63
10	B 10	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	11	10	21	121	100	110
11	B 11	1	0	1	1	1	0	0	1	1	0	0	1	1	1	1	1	0	1	1	0	0	0	0	0	0	8	5	13	64	25	40
12	B 12	1	1	1	1	1	1	1	1	0	0	0	0	0	0	1	0	1	1	1	1	1	0	0	0	0	8	6	14	64	36	48
13	B 13	1	0	0	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	0	1	1	1	0	0	0	8	8	16	64	64	64
14	B 14	1	0	0	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	0	1	1	1	0	0	0	8	8	16	64	64	64
15	B 15	1	1	1	1	0	1	1	1	0	0	0	1	0	0	1	0	1	0	1	0	0	0	0	0	0	6	5	11	36	25	30
16	B 16	1	1	1	1	0	1	1	1	0	0	0	1	0	0	1	0	1	0	1	0	0	0	0	0	0	6	5	11	36	25	30
17	B 17	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1	0	1	0	1	0	0	0	0	10	6	16	100	36	60
18	B 18	1	1	1	1	1	1	0	0	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	0	1	12	7	19	144	49	84
19	B 19	1	1	1	1	1	0	0	0	1	1	1	0	1	0	0	1	0	1	1	1	1	1	0	1	0	8	8	16	64	64	64
20	B 20	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	0	0	1	1	0	0	1	0	0	0	9	6	15	81	36	54
21	B 21	1	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	0	0	0	0	1	1	1	1	1	11	7	18	121	49	77
22	B 22	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	0	0	0	1	1	1	1	1	11	8	19	121	64	88
23	B 23	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	0	0	0	1	1	1	1	1	11	8	19	121	64	88
24	B 24	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	0	0	1	1	1	1	1	12	8	20	144	64	96
25	B 25	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	0	0	0	0	1	0	9	10	19	81	100	90
26	B 26	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	12	8	20	144	64	96
27	B 27	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	12	9	21	144	81	108
28	B 28	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	13	8	21	169	64	104
29	B 29	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	13	8	21	169	64	104
30	B 30	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	0	1	0	0	12	8	20	144	64	96
	SUM																										289	220	509	2913	1676	2165

APPENDIX 6

The Calculation of Reability of the Post Test for Measuring the Reading Comprehension of the Seventh Grade Students of VII C of MTs NU Matholi'ul Huda Kudus in Academic Year 2011/2012

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

$$r_{xy} = \frac{30 \times 2165 - (289)(220)}{\sqrt{\{30(2913) - (289)^2\} \{30(1676) - (220)^2\}}}$$

$$r_{xy} = \frac{64950 - 63580}{\sqrt{\{87390 - 83521\} \{50280 - 48400\}}}$$

$$r_{xy} = \frac{1370}{\sqrt{7273720}}$$

$$r_{xy} = \frac{1370}{2696.9835}$$

$$r_{xy} = 0.51$$

$$r_{11} = \frac{2(r_{xy})}{1 + r_{xy}}$$

$$r_{11} = \frac{2(0.51)}{1 + 0.51}$$

$$r_{11} = \frac{1.02}{1.51}$$

$$r_{11} = 0.67$$

The reliability is 0.67. It means that the reliability is high correlation. So, the test can be used as data collection.

APPENDIX 7

**The Score of the Reading Comprehension of Seventh Grade Students of MTs
NU Matholi'ul Huda Kudus in Academic Year 2011 /2012 Taught by Using
Directed Reading Activity**

Table 1: The Data of the Score of the Reading Comprehension of Seventh Grade
Students of MTs NU Matholi'ul Huda Kudus in Academic Year 2011
/2012 Taught by Using Directed Reading Activity

No	Sample Code	Score
1	01	60
2	02	68
3	03	76
4	04	88
5	05	80
6	06	76
7	07	68
8	08	76
9	09	72
10	10	76
11	11	72
12	12	76
13	13	72
14	14	76
15	15	76

No	Sample Code	Score
16	16	84
17	17	72
18	18	72
19	19	84
20	20	68
21	21	84
22	22	84
23	23	76
24	24	76
25	25	76
26	26	84
27	27	64
28	28	80
29	29	76
30	30	72

The data on the table shows that in the number of sample = 30, the highest score is 88 and the lowest score is 60

APPENDIX 8

Calculation of Mean and Standard Deviation of Post-Test of the Students' Reading Comprehension in the Experimental Group

a. Mean

$$\begin{aligned}
 \text{The number of interval} &= 1 + (3.3) \log N \\
 &= 1 + (3.3) \log 30 \\
 &= 1 + (3.3) 1.477 \\
 &= 1 + 4.8741 \\
 &= 5.8741 \\
 &= 6
 \end{aligned}$$

Interval width (i) $i = \frac{\text{the highest scores} - \text{the lowest scores}}{\text{the number of interval}}$

$$\begin{aligned}
 &= \frac{88 - 60}{6} \\
 &= \frac{28}{6} \\
 &= 4.6 \\
 &= 5
 \end{aligned}$$

Table 2: Distribution Frequency of Post-test Scores of the Students' Reading Comprehension in Experimental Group

Score Group	<i>f</i>	X	Fx	%
60-64	2	62	124	6.6
65-69	3	67	201	10
70-74	6	72	432	20
75-79	11	77	847	36.7
80-84	7	82	574	23.4
85-89	1	87	87	3.3
Total	30		2265	100

$$\text{Mean } (\bar{X}) = \frac{\sum fx}{N}$$

$$(\bar{X}) = \frac{2265}{30}$$

$$(\bar{X}) = 75.5$$

b. Standard Deviation

Table 3: The Distribution Frequency of Posttest Score of the Students' Reading Comprehension in Experimental Group

Interval Class	<i>F</i>	<i>x'</i>	<i>fx'</i>	<i>x'²</i>	<i>f(x')²</i>
60-64	2	3	6	9	18
65-69	3	2	6	4	12
70-74	6	1	6	1	6
75-79	11	0	0	0	0
80-84	7	-1	-7	1	7
85-89	1	-2	-2	4	4
Total	30		9	19	47

$$\text{Standard Deviation} = S = i \sqrt{\frac{\sum fx'^2}{N} - \left(\frac{\sum fx'}{N}\right)^2}$$

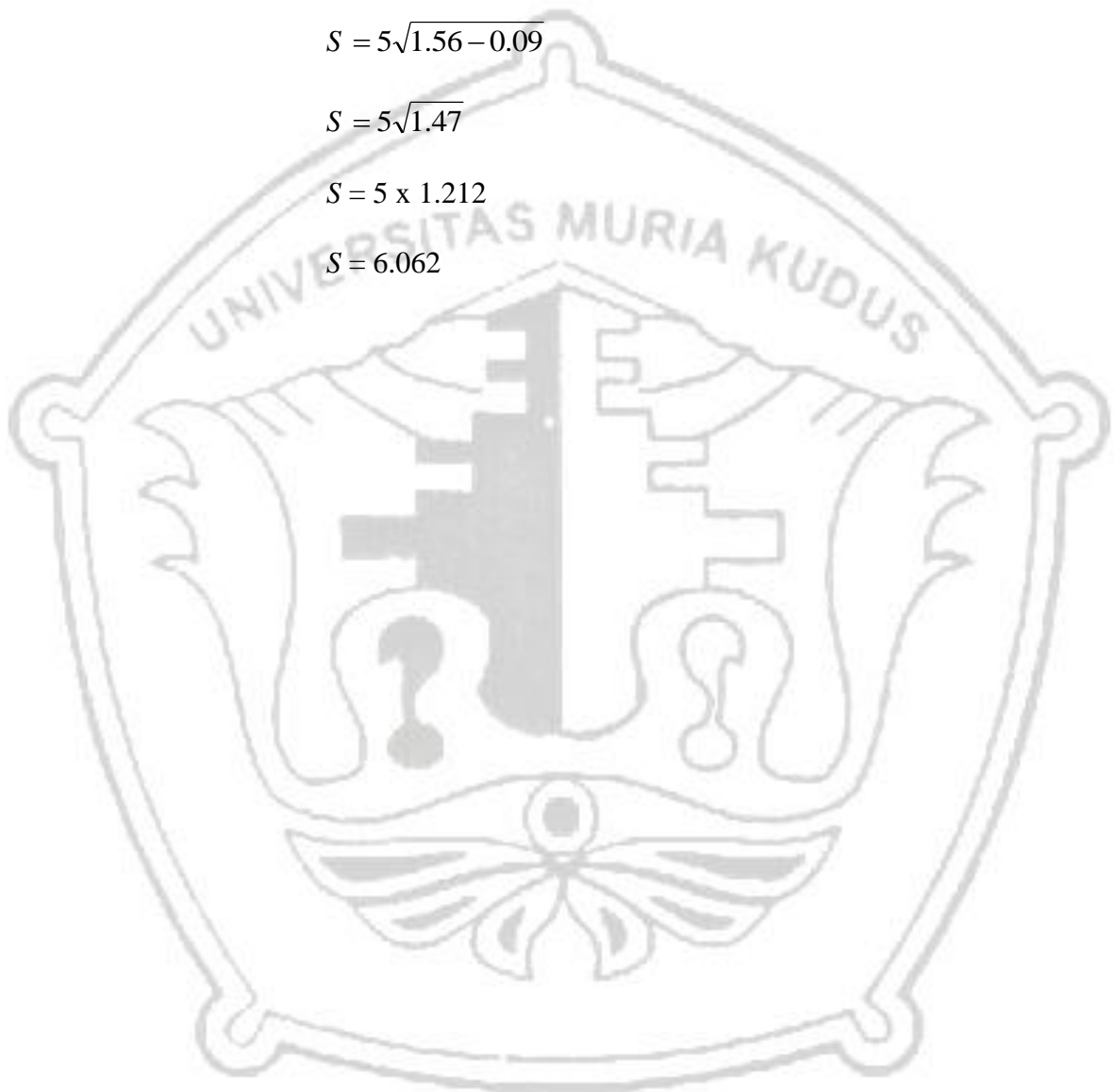
$$S = 5 \sqrt{\frac{47}{30} - \left(\frac{9}{30}\right)^2}$$

$$S = 5 \sqrt{1.56 - 0.09}$$

$$S = 5 \sqrt{1.47}$$

$$S = 5 \times 1.212$$

$$S = 6.062$$



APPENDIX 9

The Score of the reading comprehension of seventh grade students of MTs NU Matholi'ul Huda Kudus in academic year 2011 /2012 taught by using Three Phase Technique

Table 4: The Data of Score of the Reading Comprehension of Seventh Grade Students of MTs NU Matholi'ul Huda Kudus in Academic Year 2011 /2012 Taught by Using Three Phase Technique

No	Sample Code	Score	No	Sample Code	Score
1	01	56	16	21	68
2	02	64	17	22	64
3	03	68	18	23	68
4	04	84	19	24	56
5	05	76	20	25	68
6	06	76	21	26	72
7	07	76	22	27	72
8	08	68	23	28	72
9	09	64	24	29	68
10	10	76	25	30	68
11	11	64	26	31	68
12	12	76	27	32	68
13	13	56	28	33	72
14	14	72	29	34	56
15	15	56	30	35	64

The data on the table shows that in the number of sample = 30, the highest score is 84 and the lowest score is 56

APPENDIX 10**Calculation of Mean and Standard Deviation of Post-Test of the Students'****Reading Comprehension in the Control Group****a. Mean**

$$\begin{aligned}
 \text{The number of interval} &= 1 + (3.3) \log N \\
 &= 1 + (3.3) \log 30 \\
 &= 1 + (3.3) 1.477 \\
 &= 1 + 4.8741 \\
 &= 5.8741 \\
 &= 6
 \end{aligned}$$

Interval width (i) $i = \frac{\text{the highest scores} - \text{the lowest scores}}{\text{the number of interval}}$

$$\begin{aligned}
 &= \frac{84 - 56}{6} \\
 &= \frac{28}{6} \\
 &= 4.6 \\
 &= 5
 \end{aligned}$$

Table 2: Distribution Frequency of Post-test Scores of the Students' Reading Comprehension in Control Group

No	Score	Frequency	x	fx	Percentage (%)
1	56-60	5	58	290	16.7
2	61-65	5	63	315	16.7
3	66-70	9	68	612	30
4	71-75	5	73	365	16.7
5	76-80	5	78	390	16.6
6	81-85	1	83	83	3.3
	Σ	30		2055	100

$$\text{Mean } (\bar{X}) = \frac{\sum fx}{N}$$

$$(\bar{X}) = \frac{2055}{30}$$

$$(\bar{X}) = 68.5$$

b. Standard Deviation

Table 2 the Distribution Frequency of Posttest Score of the Students' Reading Comprehension in Control Group

Interval Class	f	x'	fx'	x'^2	$f(x')^2$
56-60	5	2	10	4	20
61-65	5	1	5	1	5
66-70	9	0	0	0	0
71-75	5	-1	-5	1	5
76-80	5	-2	-10	4	20
81-85	1	-3	-3	9	9
Total	30		-3	16	59

$$\text{Standard Deviation} = S = i \sqrt{\frac{\sum fx'^2}{N} - \left(\frac{\sum fx'}{N}\right)^2}$$

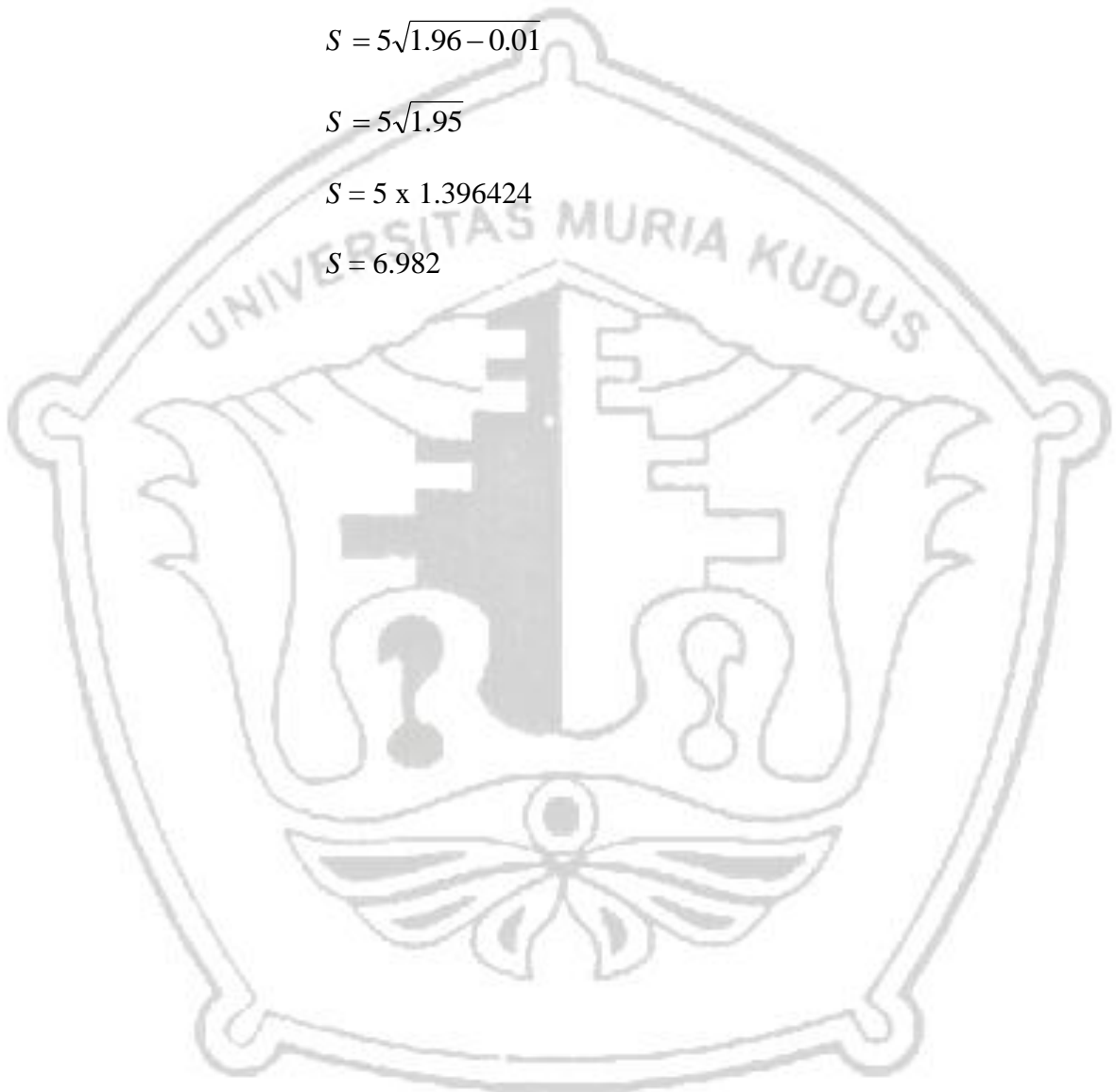
$$S = 5 \sqrt{\frac{59}{30} - \left(\frac{-3}{30}\right)^2}$$

$$S = 5 \sqrt{1.96 - 0.01}$$

$$S = 5 \sqrt{1.95}$$

$$S = 5 \times 1.396424$$

$$S = 6.982$$



APPENDIX 11

The t-observation of Mean of Experimental Group and Control Group of the Posttest

$$\begin{array}{ll} N^1 & = 30 \\ X^1 & = 75.5 \\ SD^1 & = 6.062 \end{array} \quad \begin{array}{ll} N^2 & = 30 \\ X^2 & = 68.5 \\ SD^2 & = 6.982 \end{array}$$

Formula to calculate t-observation (to)

$$\begin{aligned} t_0 &= \frac{x_1 - x_2}{\sqrt{\sigma^2 \left[\frac{1}{N_1} + \frac{1}{N_2} \right]}} \\ \sigma^2 &= \frac{(N_1 - 1)S D_1^2 + (N_2 - 1)S D_2^2}{N_1 + N_2 - 2} \\ &= \frac{(30 - 1)(6.062)^2 + (30 - 1)(6.982)^2}{(30 + 30) - 2} \\ &= \frac{29 \times 36.74 + 30 \times 48.74}{58} \\ &= \frac{1065.46 + 1413.46}{58} \\ &= \frac{2478.92}{58} \\ &= 42.74 \end{aligned}$$

After finding the Variant ($\hat{\sigma}^2$)=42.74 the t_0 can be calculated as follows :

$$t_0 = \frac{75.5 - 68.5}{\sqrt{42.74 \left[\frac{1}{30} + \frac{1}{30} \right]}}$$

$$t_0 = \frac{7}{\sqrt{42.74 \times 0.06}}$$

$$= \frac{7}{\sqrt{2.5644}}$$

$$= \frac{7}{1.601}$$

$$= 4.372$$



t Table

cum. prob	<i>t</i> _{.50}	<i>t</i> _{.75}	<i>t</i> _{.80}	<i>t</i> _{.85}	<i>t</i> _{.90}	<i>t</i> _{.95}	<i>t</i> _{.975}	<i>t</i> _{.99}	<i>t</i> _{.995}	<i>t</i> _{.999}	<i>t</i> _{.9995}
one-tail	0.50	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
two-tails	1.00	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.002	0.001
df											
1	0.000	1.000	1.376	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
2	0.000	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.000	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.000	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.000	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.000	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.000	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.000	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.000	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.000	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.000	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.000	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.000	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.000	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.000	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.000	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.000	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.000	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.000	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.000	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.000	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.000	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.385	3.646
40	0.000	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.307	3.551
60	0.000	0.679	0.848	1.045	1.296	1.671	2.000	2.390	2.660	3.232	3.460
80	0.000	0.678	0.846	1.043	1.292	1.664	1.990	2.374	2.639	3.195	3.416
100	0.000	0.677	0.845	1.042	1.290	1.660	1.984	2.364	2.626	3.174	3.390
1000	0.000	0.675	0.842	1.037	1.282	1.646	1.962	2.330	2.581	3.098	3.300
Z	0.000	0.674	0.842	1.036	1.282	1.645	1.960	2.326	2.576	3.090	3.291
	0%	50%	60%	70%	80%	90%	95%	98%	99%	99.8%	99.9%
	Confidence Level										

APPENDIX 12

The List of the Seventh Grade Students (VII C) of MTs NU Matholi'ul Huda Kudus in Academic Year 2011/2012 for Tryout Test



No	Nama
1	Ahmad Fathur R
2	Alfia Nuria
3	Amelia Fitrimawarni
4	Basofi Ni'am
5	Defy Wulandari
6	Dian Novitasari
7	Edi Cahyono
8	Fany Kurniawan
9	Juli Setio Budi
10	Kharisma Nur Isnaini
11	Khoirin Ni'matul
12	Khusnul Khoirul U
13	M. Bagus Saefudin
14	M. Khoirul Falah
15	M. Firdaus
16	M. Nurushshofa
17	M. Syahroni
18	Nawa Syarif
19	Noor Annisa
20	Noor Hasanah
21	Nunuk Mulyati
22	Riana Ulfa
23	Rizki Ferianto
24	Sahal Mahfud
25	Sholikhah
26	Siti Rumania
27	Sri Wahyuni
28	Uswatun Khasanah
29	Wahyu Yuliani
30	Yogha Pratama

APPENDIX 13

**The List of the Seventh Grade Students (VII A) of MTs NU Matholi'ul Huda
Kudus in Academic Year 2011/2012 for Experimental Group**

No	Nama
1	Abdul Ali
2	Abdul Ashrof Septian
3	Ainun Mulyanti
4	Ali Mahfudhi
5	Alifia Afna
6	Ana Fitriah
7	Bahrudin Wahyu
8	Bella Puspa
9	Candra Mardiyanto
10	Chanif Miftahul
11	Dani Wahyuni
12	Dimas Aditya
13	Erlin Noor Diana
14	Erny Widayanti
15	Ismah Amana
16	Khalimatus Sa'diyyah
17	Lucky Ardian
18	M. Bahrul Ulum
19	M. Hasan Mudzakir
20	M. Sulthoni
21	M. Yusrul Falah
22	Noor Chanifah
23	Nurya Sintha
24	Risma Khoirunnisa
25	Tiyas Seger Astuti
26	Umma Ahsanul
27	Widya Kusuma Rani
28	Wahyu Muthoharoh
29	Yogha Adi Pratama
30	Zahrotun Nisa

APPENDIX 14

The List of the Seventh Grade Students (VII B) of MTs NU Matholi'ul Huda in Academic Year 2011/2012 for Control Group

No	Nama
1	Abdul Ghofur
2	Adam Yunus
3	Aditya Prasetyo
4	Agung Widiyanto
5	Ahla Zafiroh
6	Andre Setyawan
7	Christio Bella
8	Dani Khusni
9	Dwi Nadi Ramadhani
10	Eka Nila
11	Eka Rahmawati
12	Ervan Abdul Jalil
13	Eva Kurnia
14	Fitria Noor Aini
15	Heny Adriyani
16	M. Abdul Ghoni
17	M. Andrey
18	M. Irfan
19	M. Umam
20	Muhammad Susanto
21	Nafik Fitrohtun
22	Riski Maesaroh
23	Shinta Distina
24	Siska Malia
25	Siti Khofifatul
26	Syahrul Ismoyo
27	Taufiq
28	Tirto Wibowo
29	Uswatun Niswah
30	Yusril Falah

YAYASAN PEMBINA UNIVERSITAS MURIA KUDUS
UNIVERSITAS MURIA KUDUS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Kampus Gondangmanis Bae Kudus PO. Box.53 Telp/Fax.0291-438229

STATEMENT

I, Jamilatul Fajriyah (NIM: 200832265) state that

My skripsi entitled: “The Reading Comprehension of the Seventh Grade Students of MTs NU Matholi’ul Huda Kudus in Academic Year 2011/2012 Taught by Using Directed Reading Activity” is indeed the scientific from others’ scientific works as my reference.

I am fully responsible for this statement

Kudus, July 2012

Jamilatul Fajriyah

CURRICULUM VITAE



My name is Jamilatul Fajriyah. I was born in Kudus, March 23, 1990. I live with my parents in Padurenan RT 4 RW 2 Gebog Kudus. I am the third daughter of MJ. Sutrisno and Sunaichah. I have brother and sister. My brother is Rofi' Abdillah and my sister is Nafis Sa'diyyah.

I started my formal study in Kindergarten School in TK Pertiwi Purwosari Kudus, then Elementary School in SD N 2 Purwosari Kudus in 1996 and graduated six years later in 2002. I continued my study for Junior High School level in SMP 1 Kudus in 2002. After passing from Junior High School, I went on my Senior High School in SMA 2 Kudus. After graduated from Senior High School, I continued in Muria Kudus University in 2008. I have been taking English Education Department of Teacher Training and Educational Faculty. I followed the organization in 94.7 UMK FM as broadcaster, and I got many close friends here.



BADAN PELAKSANA PENDIDIKAN MA'ARIF NU MATHOLI'UL HUDA

المدرسة الثانوية نهضة العلماء مطالع الهدي

MTs. NU MATHOLI'UL HUDA

STATUS : TERAKREDITASI : A

Bakalan Krapyak Kaliwungu Kudus Telp. (0291) 435750

SURAT KETERANGAN

Nomor : 162/A/MRF/MTs. NU/MH/V/2012

Yang bertanda tangan di bawah ini, Kepala Madrasah Tsanawiyah NU Matholi'ul Huda Kaliwungu Kudus, menerangkan bahwa :

Nama : JAMILATUL FAJRIYAH
NIM : 2008 – 32 –265
Fakultas/Progdi : KIP / Pendidikan Bahasa Inggris UMK Kudus

Benar – benar melaksanakan penelitian di MTs. NU Matholi'ul Huda tanggal 14 – 30 Mei 2012, guna menyusun Skripsi dengan judul :

“USING DIRECITED READING ACTIVITY (DRA) TO TEACH READING DESCRIPTIVE TEXT FOR SEVENTH GRADE STUDENTS OF MTs. NU MATHOLI'UL HUDA BAKALANKRAPYAK KALIWUNGU KUDUS IN THE ACADEMIC YEAR 2011 / 2012”.

Demikian surat keterangan ini kami buat agar dapat dipergunakan sebagaimana mestinya.

Kudus, 31 Mei 2012

Kepala Madrasah



YAYASAN PEMBINA UNIVERSITAS MURIA KUDUS
UNIVERSITAS MURIA KUDUS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Kampus Gondangmanis Bae Kudus PO. Box 53 Telp/Fax.0291-438229

LEMBAR KONSULTASI PENULISAN SKRIPSI

Nama : JAMILATUL FAJRIYAH
NIM/Semester : 200832265 / VIII
Program Studi : PENDIDIKAN BAHASA INGGRIS
Pembimbing : 1. ATIK ROKHAYANI, S. Pd, M. Pd
2. Dra. SRI ENDANG KUSUMAYATI, M. Pd

No.	Hari Tanggal	Materi Konsultasi	Paraf		Keterangan
			Pembimbing	Mahasiswa	
1.	27/2-12	Proposal	<i>[Signature]</i>	<i>[Signature]</i>	Revisi
2	20/3-12	Proposal	<i>[Signature]</i>	<i>[Signature]</i>	Revisi
3	27/3-12	Proposal	<i>[Signature]</i>	<i>[Signature]</i>	OK

No.	Hari Tanggal	Bab/Bagian yang Dikonsultasikan	Paraf		Keterangan
4	4/4-12	proposal	<i>[Signature]</i>	<i>[Signature]</i>	Revisi: Grammar Spelling & Punctuation
5	11/4-12	proposal	<i>[Signature]</i>	<i>[Signature]</i>	OK. do. c. 1
6	18/4-12	Chapter 1 proposal	<i>[Signature]</i>	<i>[Signature]</i>	Revisi: heading & Definition
7	19/4-12	Chapter 1 & 2	<i>[Signature]</i>	<i>[Signature]</i>	Limitation of the research, theory
8	25/4-12	Chapter 1	<i>[Signature]</i>	<i>[Signature]</i>	OK. do c 2.
9	26/4-12	Chapter 1 & 2	<i>[Signature]</i>	<i>[Signature]</i>	Revisi.
10	2/5-12	Chapter 2	<i>[Signature]</i>	<i>[Signature]</i>	Revisi: Theoretical previous Research
11	2/5-12	Chapter 2	<i>[Signature]</i>	<i>[Signature]</i>	OK
12	2/5-12	Chapter 3	<i>[Signature]</i>	<i>[Signature]</i>	Revisi.

No.	Hari Tanggal	Bab/Bagian yang Dikonsultasikan	Paraf		Keterangan
13	9/5-12	Revisi Chapter III		Jahr	OK
14	9/5-12	Chapter II		Jahr	Method of three for two do c. 3.
15	6/6-12	Chapter 3		Jahr	revisi do description & text.
16	7/6-12	Chapter IV - 6		Jahr	- Discussion - Suggestion
17	13/6-12	Chapter 3		Jahr	revisi a few do c. 4-6.
18	13/6-12	Chapter IV - 6		Jahr	OK
19	20/6-12	c. 4-6		Jahr	OK. complete it all
20	27/6-12	all draft		Jahr	OK.
21	27/6-12	All draft		Jahr	OK